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ABSTRACT

This document presents a demonstration of how drawing affects writing, how writing affects drawing, and how both affect the thinking process of students. The third grade students participating in the studies were selected on the basis of their prior performance in reading and mathematics and their identified potential for achievement. The students created a series of drawings and writings. These were analyzed by examining the series for evidence of change in either the drawing or writing, indicating that the student was thinking about the subject differently and/or experimenting with graphic or written ways to give new form to the idea. How successful the student was in terms of communicating the idea was determined by comparing the work to the student's previous work and /or by the response of the student, peers, and/or research staff. The 14 cases chosen for presentation in this document were selected based on the clarity of the changes in the students' drawing and/or writing over time. Examples are provided of each student's work and writing, along with selected excerpts from student reflective narratives. A review of each of the cases presented in this document indicates a positive effect of drawing upon writing and writing upon drawing. The particular effects demonstrated by each case are described and discussed. An appendix includes samples of the Drawing and Writing Questionnaires and the Analysis Drawing and Writing Categories. (MM)

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LLOYD GARRISON ELEMENTARY SCHOOL
P.S. 31 BRONX
CAROL RUSSO, PRINCIPAL
HELENE CRAWFORD, ASSISTANT PRINCIPAL

my block and beyond

A documentation of how drawing in conjunction with writing contributes to the thinking process.

JOAN DAVIDSON, ART TEACHER and AUTHOR
PRESIDENT/CHAIRPERSON, THE NEW YORK CITY ART TEACHERS ASSOCIATION/UNITED FEDERATION OF TEACHERS
JUNE, 1996

SO 027 298

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June 24, 1996

Gilbert Clark, Director
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Dear Mr. Clark,

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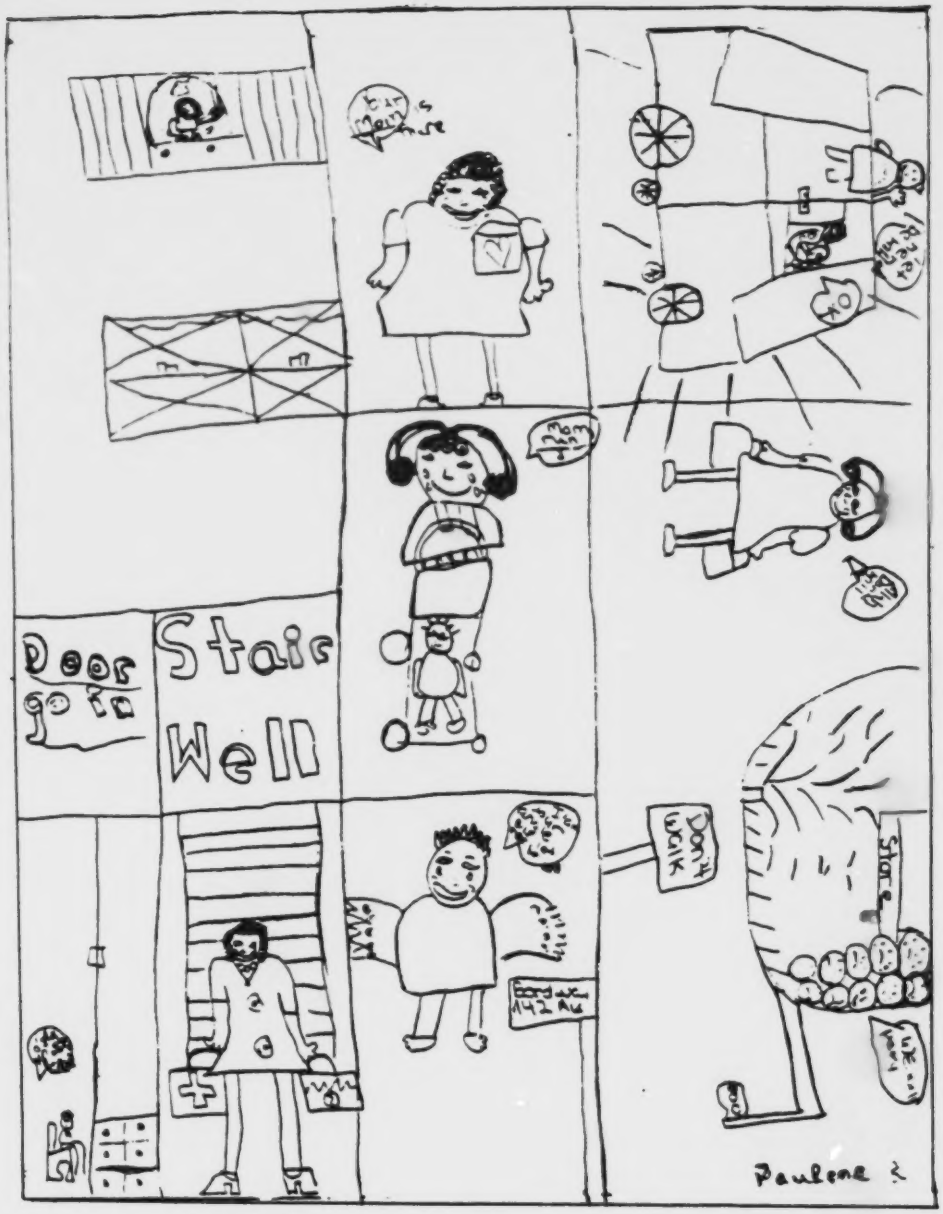

WILLIAM LLOYD GARRISON
ELEMENTARY
SCHOOL
P.S. 31
BRONX
CAROL RUSSO,
PRINCIPAL
HELENE CRAWFORD,
ASSISTANT PRINCIPAL

THIRD
GRADE
ARTISTS
& WRITERS

ANIL
CARISSE
DOROTHY
JANET
JENNIFER
LANISE
MADAI
MADALYN
MAURICE
MIKAEL
PAUL
PAULINE
RICHARD
TAHIRA

my block and beyond

**A documentation of
how drawing in conjunction with writing
contributes to the thinking process.**

JOAN DAVIDSON, ART TEACHER and AUTHOR

June , 1996

ABOUT THE AUTHOR

Joan Lipson Davidson is currently teaching art at William Lloyd Garrison Elementary School in the South Bronx (P.S. 31). She retired as a Supervisor in August, 1995. For the past 33 years, she has taught Art on all levels (21 years at I.S. 44 Manhattan). She served as Director of Wadleigh Arts High School (Harlem) from February 1993-June '93. Beginning September 1987-1995 she was the Assistant Principal, Art at several NYC high schools: John Adams (Queens), John Dewey, Franklin Delano Roosevelt and New Utrecht High School High School (Brooklyn). In 1990 she received the New York State Art Educator of the Year Award.

She is serving her 15th year as President/Chairperson of the New York City Art Teachers Association/United Federation of Teachers and is currently coordinating her10th NYCATA/UFT city wide Art Education conference. She is a Past President of the New York State Art Teachers Association. (1990-91).

During the past three years she served on both the State Education Department's and the Chancellor's committee to develop Curriculum Frameworks and assessment activities for the Visual Arts. She has been awarded numerous grants for school related curriculum development and research. She has initiated and presented numerous staff development workshops at national, state, and city wide conferences and museums.

Since 1988 she has produced and hosted NEW VENTURES, a series of 4 Manhattan Cable TV shows, aired in February, which focuses on the Arts.

A Ph .D Nominee in the field of Fine Arts and Art Education at New York University, she received her masters degree in this field from Columbia Teachers College and an Advanced Certificate in the field of Administration and Supervision from the City College of New York.

Her publications include: "From Experienced Teacher To Professional Educator: A Personal Experience", Experienced Teachers Handbook, An Impact II Publication, p.48. (1993); "A Management by Objectives Analysis of a CLub Program in a New York City Intermediate School", ERIC 215 pages. (May, 1981) and "THE PAST IS NOW", Esso Silangan (Philippine Magazine) Article jointly written and illustrated by my drawings and drawings I collected from children while living with a mountain tribe in the Philippines. (November, 1967)

Her award winning lively batik, acrylic, watercolor and oil paintings have gained recognition throughout the country in one-woman and group museum and gallery exhibitions.

THE STATE EDUCATION DEPARTMENT

Curriculum and Instruction - Room 681, EBA - (518) 4745932

July 1, 1996

Ms. Joan Davidson
Tyne Road
Becket, MA 01223

Dear Ms. Davidson:

Thank you for your letter dated June 24, 1996 and the publication, *My Block and Beyond* to Commissioner Mills. The Commissioner has requested that I respond to your letter.

As you are aware, New York State is implementing Learning Standards in every discipline for all children. The publication focuses upon interdisciplinary learning in the Visual Arts and English Language Arts. This is very timely and helpful as we begin to develop interdisciplinary connections across the learning standards.

Congratulations to you and your third grade students for documenting an outstanding and thoughtful process which contributes to our vision on how students learn. Lloyd Garrison Elementary School-P.S. 31 in the Bronx is to be commended for supporting your project. The third grade students are the benefactors of a quality educational program. You have modeled how the Visual Arts and English Language Arts Learning Standards can be linked together through interdisciplinary learning and assessment practices.

With your permission, the Department would like to share the publication *My Block and Beyond* with educators as we continue our work on developing exemplary examples of learning and assessment.

Sincerely,

Roger E. Hyndman

Roger E. Hyndman, Associate
Visual Arts and Dance Education

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TABLE OF CONTENTS

	page
TABLE OF CONTENTS	i-ii
INTRODUCTION	1
THE PERFORMANCE ASSESSMENT DESIGN	2
EDUCATIONAL IMPLICATIONS	3
STUDENT ART WORK and WRITING	
ANIL	4-7
CARISSE	8-14
DOROTHY	15-20
JANET	21-26
JENNIFER	27-31
LANISE	32-36
MADAI	37-42
MADALYN	43-51
MAURICE	52-55
MIKAEL	56-60
PAUL	61-66
PAULINE	67-75
RICHARD	76-81
TAHIRA	82-89
AN ANALYIS OF THE SEQUENCE OF DRAWINGS AND WRITING CREATED BY THIRD GRADE STUDENTS OVER THREE MONTHS	90-98
STUDENT REFLECTION	99-113
AN INTERVIEW WITH CARISSE (a third grade student)	99-100
AN INTERVIEW WITH MADALYN (a third grade student)	101
STUDENT REFLECTION QUESTIONNAIRE A: SUMMARY OF RESPONSES	102-106

TABLE OF CONTENTS (continued)

STUDENT REFLECTION QUESTIONNAIRE B:
SUMMARY OF RESPONSES 107 -111
TEACHERS NOTES TO STUDENTS by Joan Davidson 112 -113

CURRICULUM 114-118

APPENDIX
EDUCATIONAL IMPLICATIONS OF CHILDREN'S DRAWINGS iii
By Viktor Lowenfeld and W. Lambert Brittain
THE ACHIEVEMENT OF A FORM CONCEPT: THE SCHEMATIC STAGE iv-vii
By Viktor Lowenfeld and W. Lambert Brittain
THE NEW YORK STATE VISUAL ART STANDARDS and PERFORMANCE INDICATORS viii
DRAWING & WRITING REFLECTION QUESTIONNAIRE A ix-x
DRAWING & WRITING REFLECTION QUESTIONNAIRE B xi-xii
ANALYSIS DRAWING AND WRITING CATEGORIES xiii

INTRODUCTION

Dear Reader,

THE PURPOSE of this document is to demonstrate how drawing affects writing and how writing affects drawing and how both affect the thinking process of students.

THE STUDENT ARTISTS whose work appears in this document are members of a third grade "Elementary Special Progress" program at P.S. 31, a New York City public school in the south Bronx. The students were selected for the ESP program on the basis of their prior performance in reading and mathematics and their identified potential for achievement. It is important to note that more than half of the students who distinguished themselves as "image makers" were not in the top reading group of the class. Work was selected for this document based on the clarity of the changes in the student's drawing and/or writing over time.

THE STUDENT WORK IS ORGANIZED AS FOLLOWS:

-Miniature versions of one student's images and writing on one or two pages for easy comparison

- Original drawings reduced 65% along with the writing appropriate to the image. This version gives the reader an opportunity to see the details included in each of the drawings and demonstrates the thinking of the student.

- All of one student's writing and peer writing about their work and their writing about another student's work. This is to clarify the thinking process of the students in terms of their writing.

MANY THANKS to Carol Fata, Classroom Teacher, Helene Crawford, Assistant Principal and Carol Russo, Principal, for their interest, support and encouragement of this study.

Sincerely,

Joan Davidson

Joan Davidson
Art Teacher, P.S. 31 Bronx
President/Chairperson,
New York City Art Teachers Association/United Federation of Teachers

THE PERFORMANCE ASSESSMENT DESIGN

GOAL: To expand the thinking of students so that they could invent, acquire and/or develop graphic and written techniques to communicate their ideas.

HYPOTHESIS: Since drawing done in conjunction with writing necessitates students to *do* something with their knowledge, the creation of a series of drawings and writing, such as those included here, and an analysis of them would provide a method to assess student's thinking and learning. It was further hypothesized that the activity of doing the drawing and writing and the process of relating the two modes of expression would motivate students to do their very best.

THE NEW YORK STATE AND CITY VISUAL ART STANDARDS were used as a framework for the design along with their corresponding performance indicators.

ASSESSMENT TOOLS and EVIDENCE includes the series of drawing and writing, student responses on reflection questionnaires and interviews with small groups and individual students. In addition to these performance activities the series of drawings and writing were analyzed holistically by the author. Simply by looking at or reading them as a unit, changes were visible. However, in-depth examination using specific categories, revealed the thinking and concerns of students as well as their graphic and writing techniques. The drawing categories used are based on those identified by Victor Lowenfeld and Lambert Brittain[1], experts in the study of the developmental graphic characteristics seen in children's drawing, as well as on research for my doctoral study, "A Comparison of the Graphic Characteristics Observed in the Drawings of Children from a Non-Technological Society (a mountain tribe in the Philippines) Compared with the Drawings of Children from a Technological Society (a public junior high school in New York City). The writing categories are based on work by Donald Graves[2]. A change in one the categories indicates the student is thinking about the subject differently and/or experimenting with graphic or written ways to give form to the idea. How successful the student is in terms of communicating the idea is determined by comparing the work to the student's previous work and/or by the response of the student, peers and/or staff.

---

[1] Victor Lowenfeld and W. Lambert Brittain, CREATIVE AND MENTAL GROWTH, Fourth edition, The Macmillan Company, New York, 1966, pages 138-163. "The Achievement of a Form Concept: The Schematic Stage, Seven to Nine Years"

[2] Donald Graves, WRITING: TEACHERS & CHILDREN AT WORK, Heinemann Educational Books, Portsmouth, New Hampshire, 1983

EDUCATIONAL IMPLICATIONS

This study provides evidence for the need for the arts to be an integral part of the educational curriculum. It documents how and what students learn as well as their interests and concerns. In keeping with Howard Gardner[3]. and others who are expanding the theory of multiple intelligences, children need to be provided with opportunities to learn in different ways. For many of the students whose work appears in this document, the art work generated ideas for writing. These students need to express their ideas through images. For a few their writing inspired their imagery. For others both modes of expression contributed ideas for their works. All of the students however, through the process of drawing in conjunction with writing, expanded their thinking and expressive techniques, and some more remarkably than others.

The drawings produced were the result of students' inventiveness, interpretive abilities, their sensitivity to feelings and ideas and their perceptions of the world in which they live. They were not merely copies or enlargements of illustrations or maps. This implies that teaching methodology be such as to tap the inner resources of the child. Questions need to be challenging and the five senses must be stimulated to prod the child's memory. Resources such as art work by other artists must be analyzed to provide possibilities which will stimulate the imagination to come into play.

The study suggests that to elicit drawings and writing that reflect students' ideas and feelings they must be encouraged to draw and write often; they must receive feedback and feel that their work is important ; they must be provided with the opportunity to identify with their subject.

The study shows the value of using drawing in conjunction with writing as a way to stimulate students to think about themes from a variety of points of view. Drawing is a form of reflection on writing and visa versa. In keeping with the goal of this assessment design, through the process of making the series of work, and reflecting upon it and the work of peers, students become aware of ways to expand their thinking and experience the power of both the graphic and written language to communicate their ideas. The process gives students an opportunity to see the connection between what they think and what they do.

To gain the full meaning of the drawings, teachers need to learn how to "read" them. The drawings done in response to a particular motivation reveal both the thinking and the concerns of the student. If they are understood they can be the source for new directions for teaching and learning.

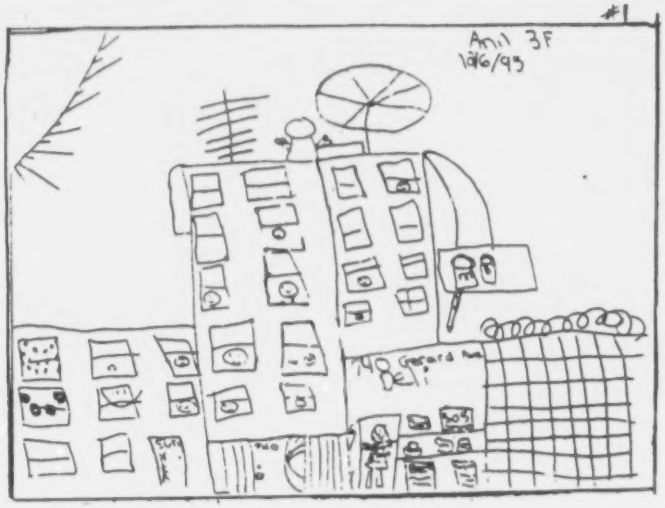
The art and writing reflection process helps students become aware of and accepting of their own concerns and emotions. The reflection process is an excellent way for students to gain appreciation for and understanding about each other. The study revealed that it is important to encourage students to reflect on their work and to notice their growth. The recognition of the value of the reflection process empowers students to learn how to learn.

---

[3] Howard Gardner, MULTIPLE INTELLIGENCES, THE THEORY IN PRACTICE, Basic Books, A Division of Harper Collins Publishers, 1993, pages xi-xii.

ANIL

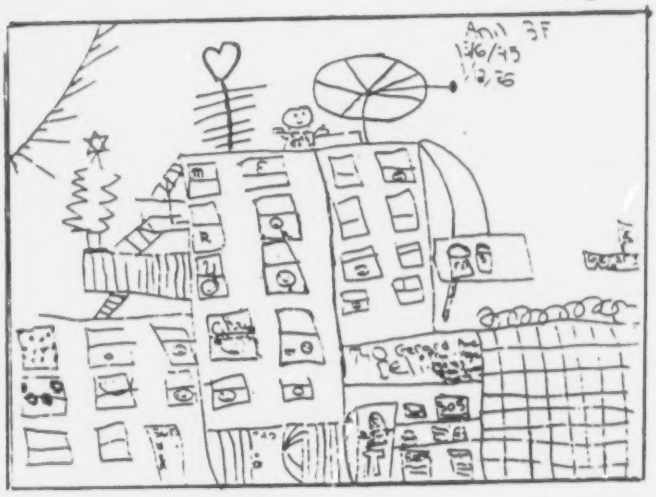
#1



MY BLOCK

My block is full of people
(but I could not draw them because I drew the buildings.)
People are going to the deli next door.
Some are going to McDonald's.
Some are going to throw out the garbage.
And now they are cleaning the outside of my building.

#2



THE PERSON ON THE ROOF

The person on the roof is looking down and waving at the people. He is up there because he is getting fresh air. Somebody threw an egg at his mouth.

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#1

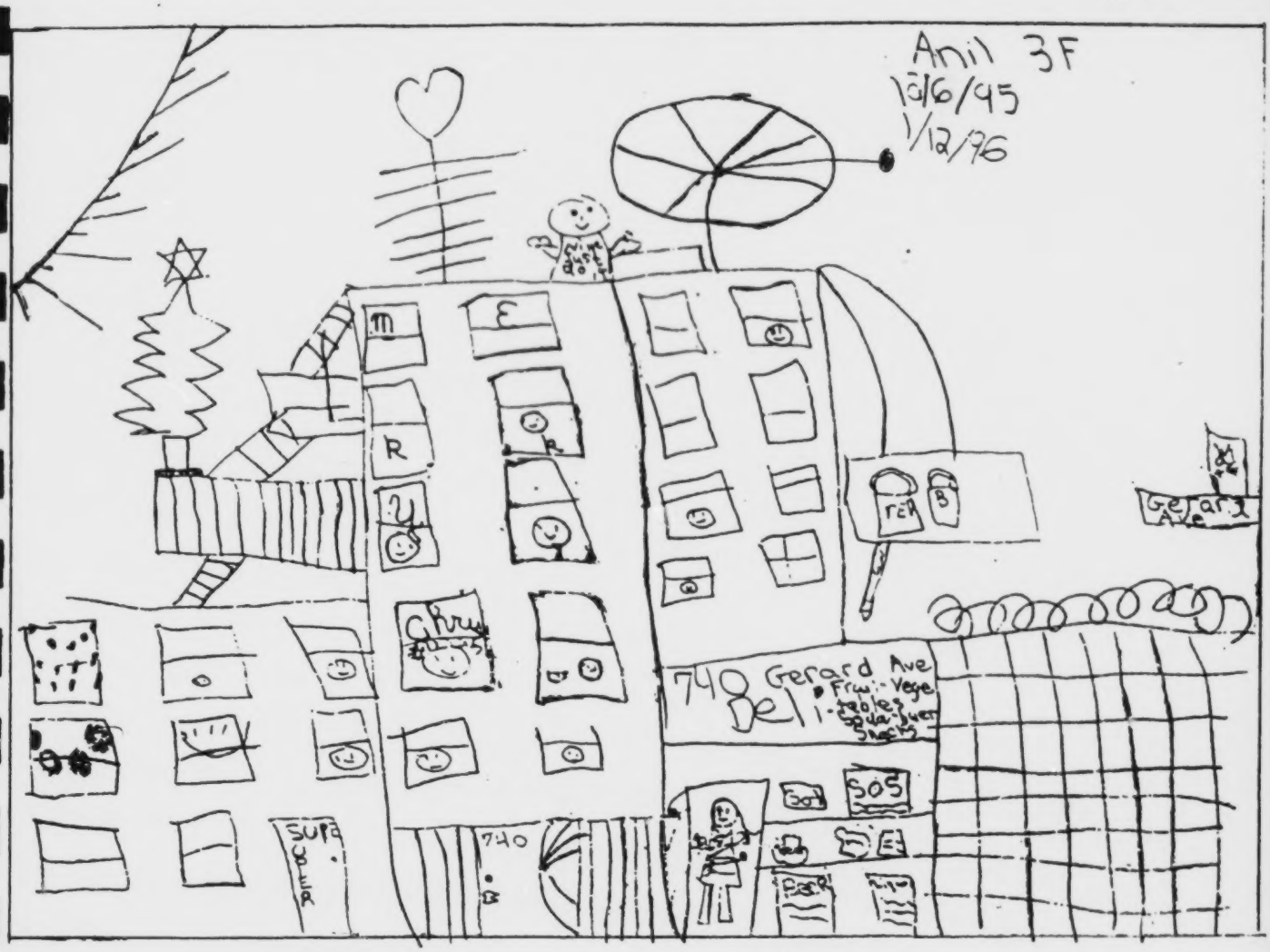
MY BLOCK

My block is full of people
(but I could not draw them because I drew the buildings.)
People are going to the deli next door.
Some are going to McDonald's.
Some are going to throw out the garbage.
And now they are cleaning the outside of my building.

Anil

Grade 3
December, 1995

#2



THE PERSON ON THE ROOF

The person on the roof is looking down and waving at the people. He is up there because he is getting fresh air. Somebody threw an egg at his mouth.

Anil

Grade 3
February 8, 1996

MY BLOCK

My block is full of people
(but I could not draw them because I drew the buildings.)
People are going to the deli next door.
Some are going to McDonald's.
Some are going to throw out the garbage.
And now they are cleaning the outside of my building.

Anil

Grade 3
December, 1995

THE PERSON ON THE ROOF

The person on the roof is looking down and waving at the people. He is up there because he is getting fresh air. Somebody threw an egg at his mouth.

Anil

Grade 3
February 8, 1996

(Anil)
I see heads.

Michael

Author
December, 1995

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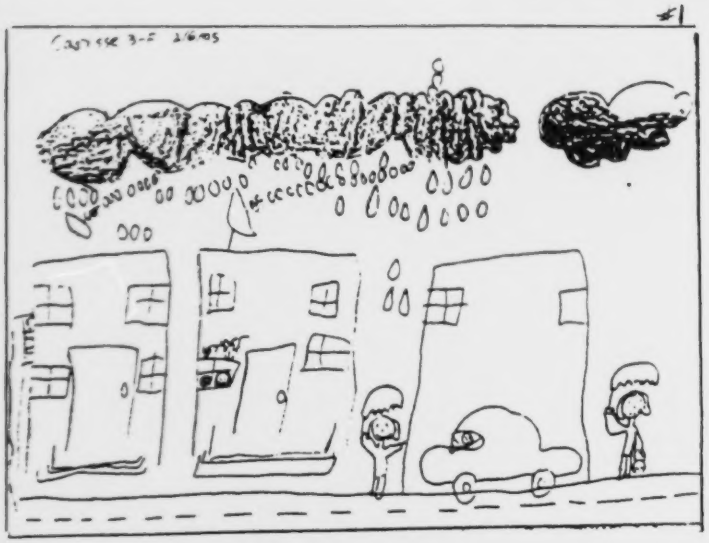
CARISSE

#1

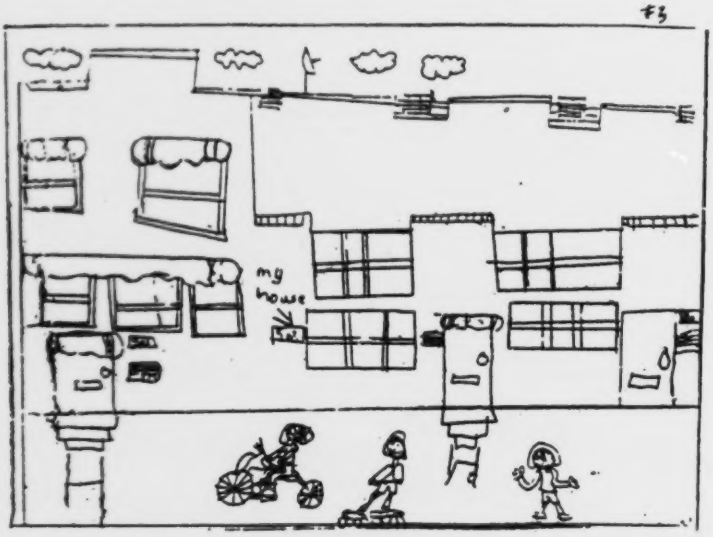


In my block I see drug dealers sometimes.
I like the rain a lot.
Me and my brother are looking out the window.
We see a little girl in the rain with an umbrella
And another lady with a bag.

#2

Created in response to writing on first drawing. A completely new drawing was created based on observation. See Drawing # 3 by Carisse.

#3



MY BLOCK

My block is a nice place to live in. It's not separate buildings. The private houses are small, but the top house has a lot of space. A lot of people live here.

My friends live on my block. Their names are Richard and Jessica and they like to play together. Sometimes we roller blade or ride our bike.

At first I didn't know how to ride my bike, but in the summer of 1995 my father taught me how to ride. One day he was teaching me and I kept jumping off the bike because I was scared to run into something or fall off the bike. I continued riding but I was always afraid.

One especially warm day, after I had been practicing with my Dad for almost a whole summer, my Dad, after work, took me bike riding as usual. He said "I'm about to let you go" and I said, "No, don't let me go, don't let me go!" But he still let me go and I rode in the basketball court. When I went in the basketball court I saw people playing basketball. They moved out of the way because they did not want to get hit. My dad followed me and yelled, "Watch out Carisse, you're about to hit the gate!". I just missed the gate and went to a wide open space where bikes could ride. My Dad was proud of me because I rode a bike by myself. Then we went back home.

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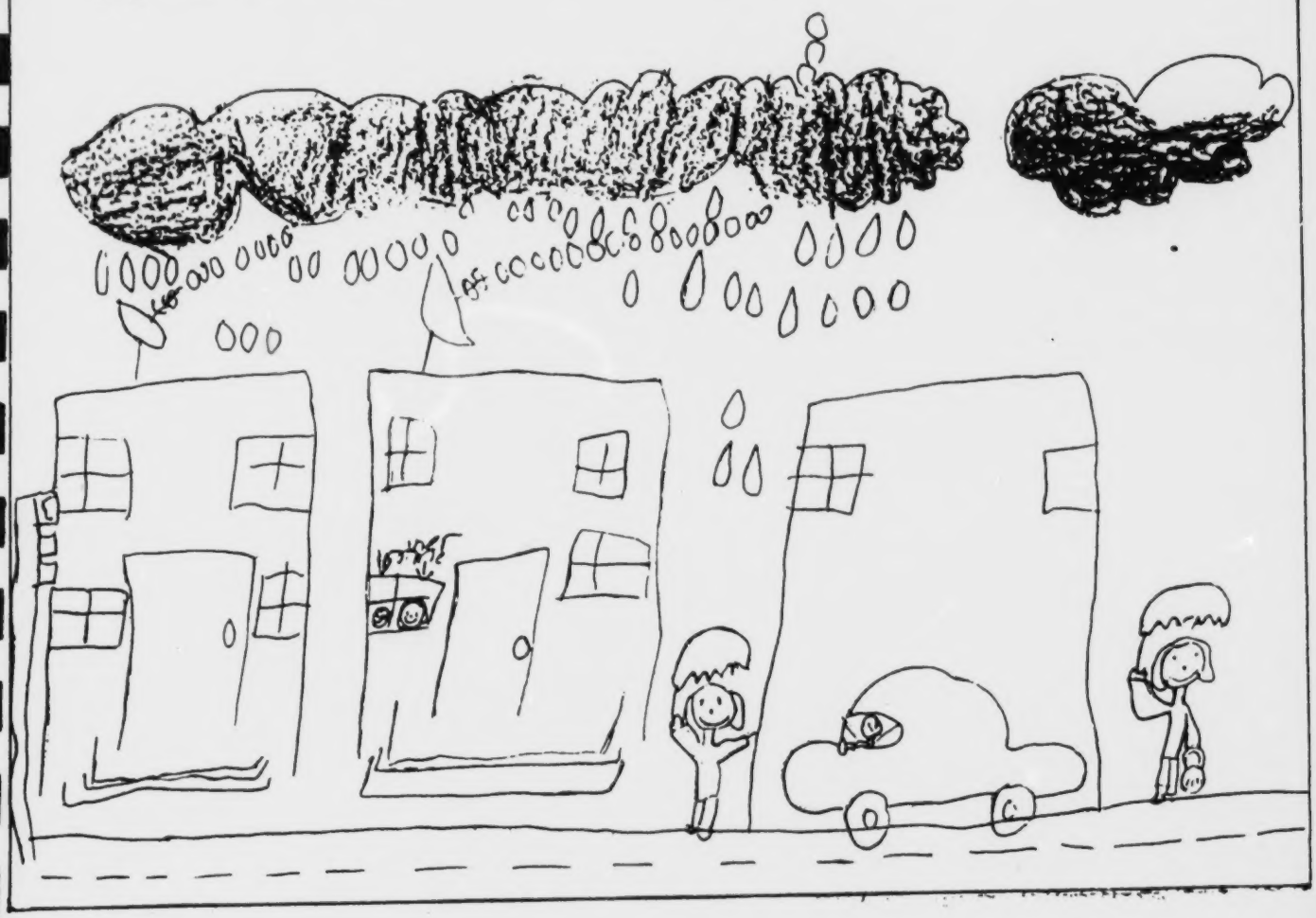
#1

Carisse 3-F 12/6/95



MY BLOCK

In my block I see drug dealers sometimes.
I like the rain a lot.
Me and my brother are looking out the window.
We see a little girl in the rain with an umbrella
And another lady with a bag.

Carisse

Grade 3
December, 1995

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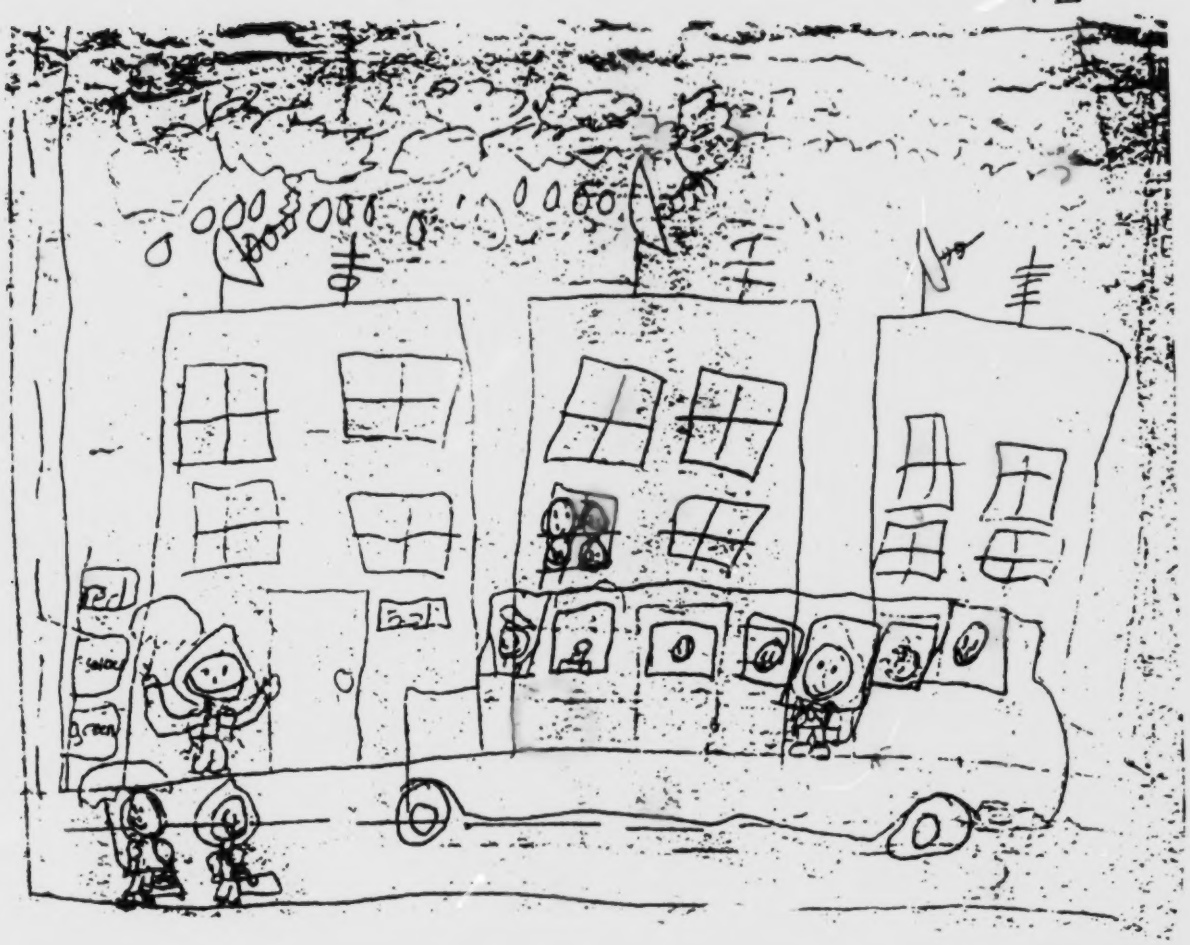
#2



Carisse

Grade 3
January, 1996

Created in response to writing on first drawing. A completely new drawing was created based on observation. See Drawing # 3 by Carisse.

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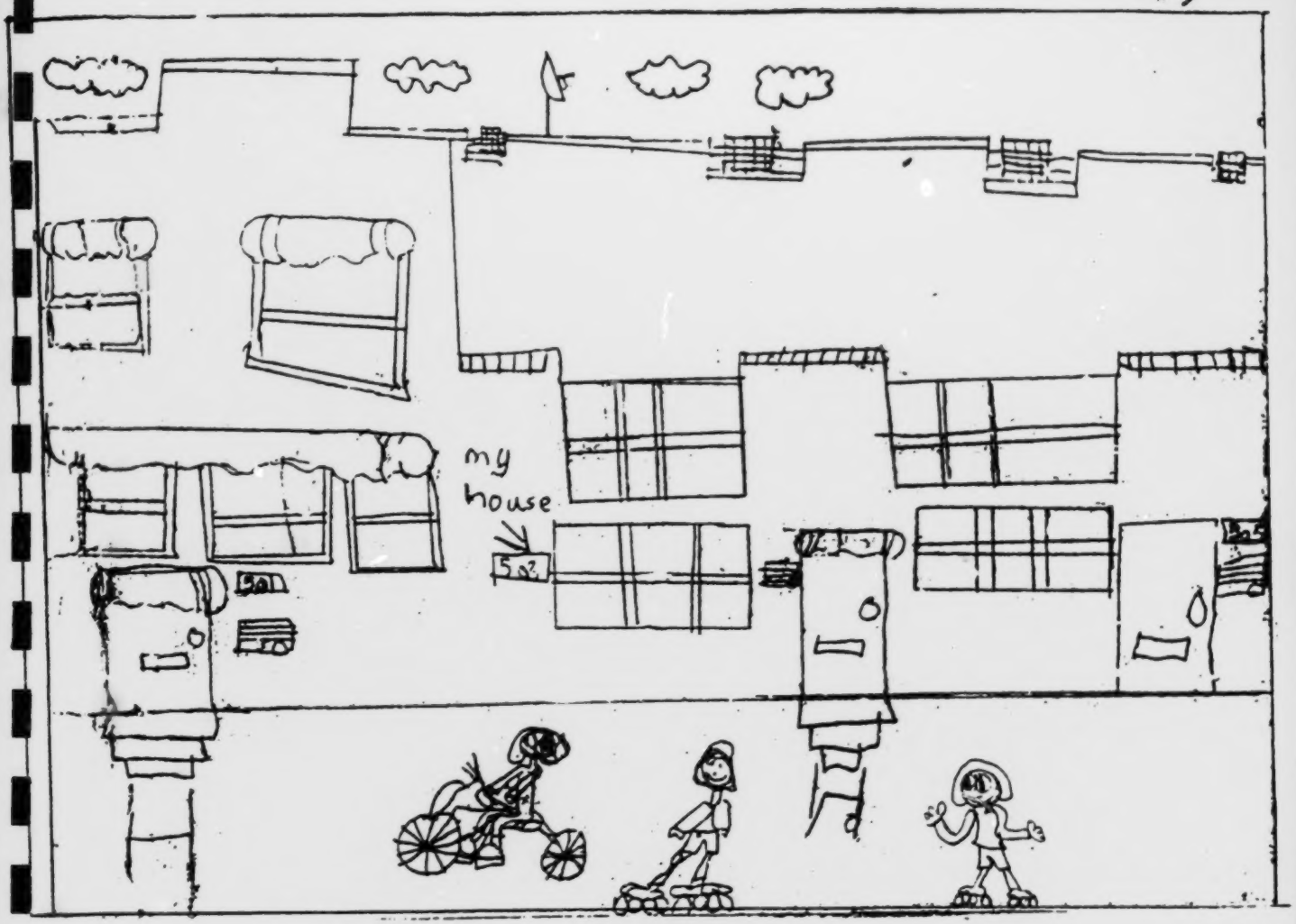
#3



MY BLOCK

My block is a nice place to live in. It's not separate buildings. The private houses are small, but the top house has a lot of space. A lot of people live here.

My friends live on my block. Their names are Richard and Jessica and they like to play together. Sometimes we roller blade or ride our bike.

At first I didn't know how to ride my bike, but in the summer of 1995 my father taught me how to ride. One day he was teaching me and I kept jumping off the bike because I was scared to run into something or fall off the bike. I continued riding but I was always afraid.

One especially warm day, after I had been practicing with my Dad for almost a whole summer, my Dad, after work, took me bike riding as usual. He said "I'm about to let you go" and I said, "No, don't let me go, don't let me go!" But he still let me go and I rode in the basketball court. When I went in the basketball court I saw people playing basketball. They moved out of the way because they did not want to get hit. My dad followed me and yelled, "Watch out Carisse, you're about to hit the gate!". I just missed the gate and went to a wide open space where bikes could ride. My Dad was proud of me because I rode a bike by myself. Then we went back home.

Carisse
Grade 3
February 2, 1996

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MY BLOCK

In my block I see drug dealers sometimes.
I like the rain a lot.
Me and my brother are looking out the window.
We see a little girl in the rain with an umbrella
And another lady with a bag.

Carisse

Grade 3
December, 1995

MY BLOCK

My block is a nice place to live in. It's not separate buildings. The private houses are small, but the top house has a lot of space. A lot of people live here.

My friends live on my block. Their names are Richard and Jessica. The people in my block are nice.

Carisse

Grade 3
January, 1996

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MY BLOCK

My block is a nice place to live in. It's not separate buildings. The private houses are small, but the top house has a lot of space. A lot of people live here.

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Carisse

Grade 3
February, 1996

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Carisse

Grade 3
February 2, 1996

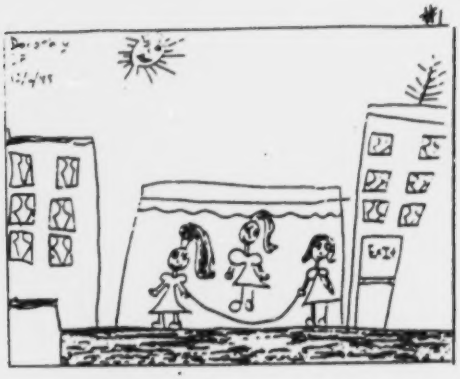
(Carisse)

MY BLOCK

In my block it is raining and the people have umbrellas open. Some people are traveling. Me and my mother are looking out the window. Some of the buildings have a satellite dish. All the people are very happy that it is raining. All of a sudden a streak of lightening struck a satellite dish. "Fire!" the people cried. The people were very scared. The firemen came! As soon as the fire was over, everything was O.K. This was a huge fire. It even came out on the news. People were really surprised, but as time went on people forgot all about the incident.

Mikael
Author
December, 1995

DOROTHY



MY BLOCK

I like my block
even though there's a lot of bullies.
I like my block a lot.
I have a lot of fun
when I'm outside with my friend.
I love my block.

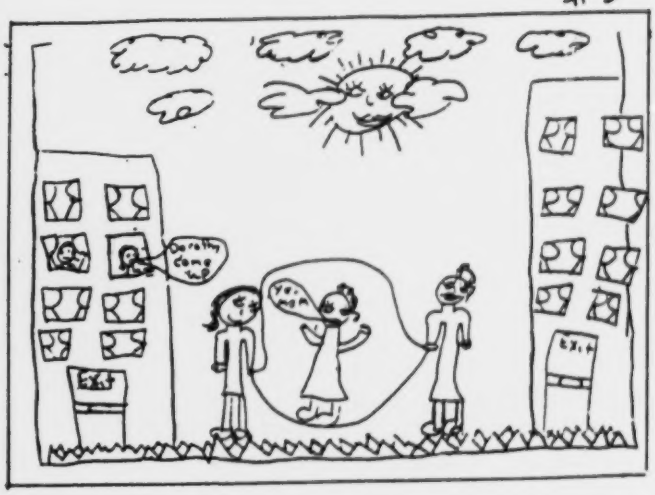
MY BLOCK

Me and my friends, Kathy and Vanessa were playing jump rope outside. It was a hot sunny day. And then I had to leave and my friends were upset. But, I was going back if I had time because I had to go to my Godmother's house.

When I got back my friends were crying because my best friend got hit by a car. The next day I went to see her at the hospital. She was crying and her mother was too. I asked what happened. she said that she was going to have an operation because her leg was hurt real bad. When I got home, I was praying the doctors would not have to cut her leg. I was very scared.

Finally, she got out of the hospital and me and all of Kathy's friends and family made a surprise party . When we turned on the light we saw that Kathy's leg was fine. She was happy, yes, like everybody. Everybody in the block loved her like she is our family. We love her so much that we will do anything for her and her family.

#3



MY BLOCK

Me and my friends, Kathy and Vanessa were playing jump rope outside. It was a hot sunny day. And then I had to leave and my friends were upset. But, I was going back if I had time because I had to go to my Godmother's house.

When I got back my friends were crying because my best friend got hit by a car. The next day I went to see her at the hospital. She was crying and her mother was too. I asked what happened. she said that she was going to have an operation because her leg was hurt real bad. When I got home, I was praying the doctors would not have to cut her leg. I was very scared.

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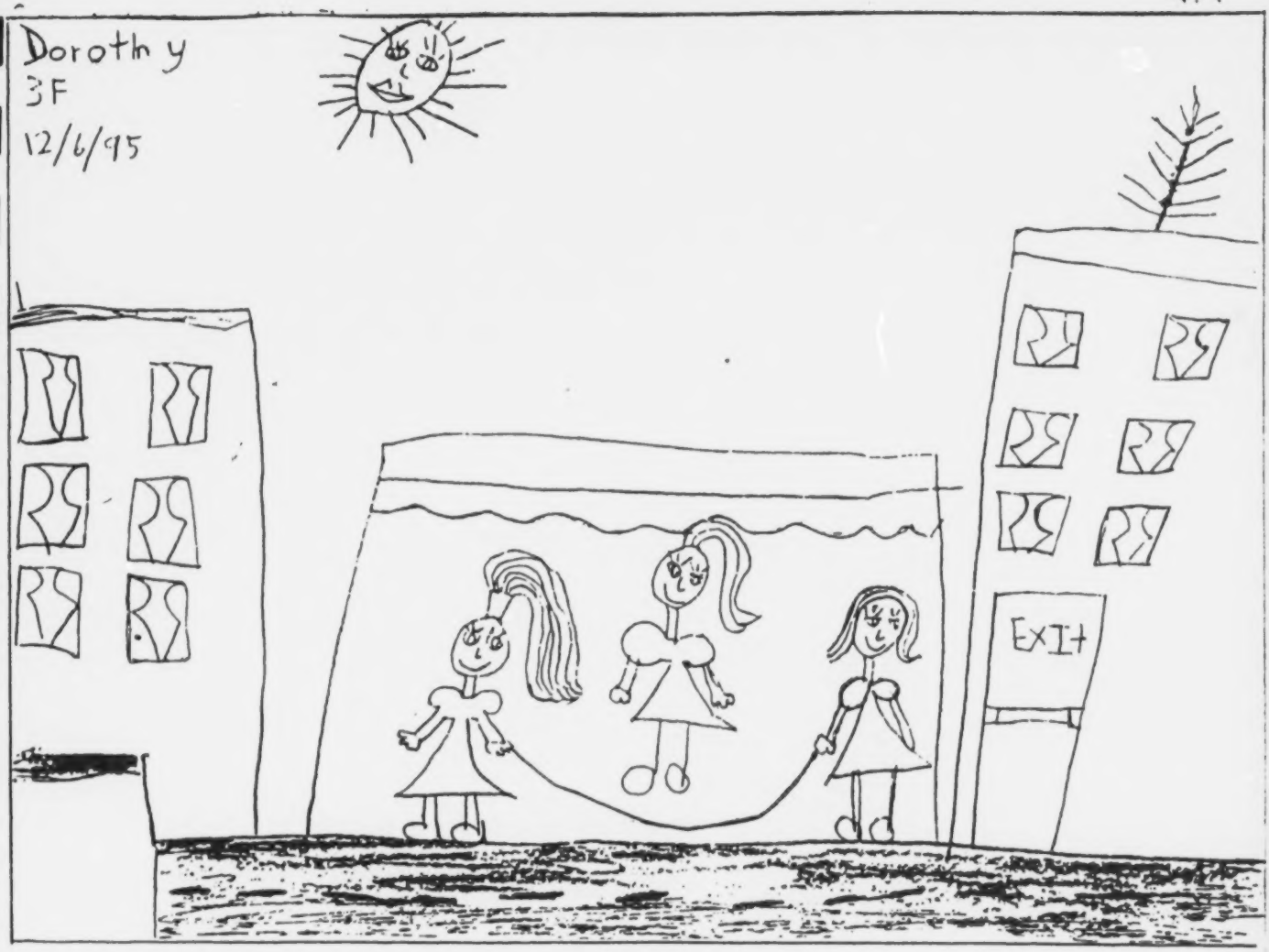
Dorothy

Grade 3
February 7, 1996

Note: This drawing is the second drawing done in response to the story. See Drawing #2

BEST COPY AVAILABLE

#1



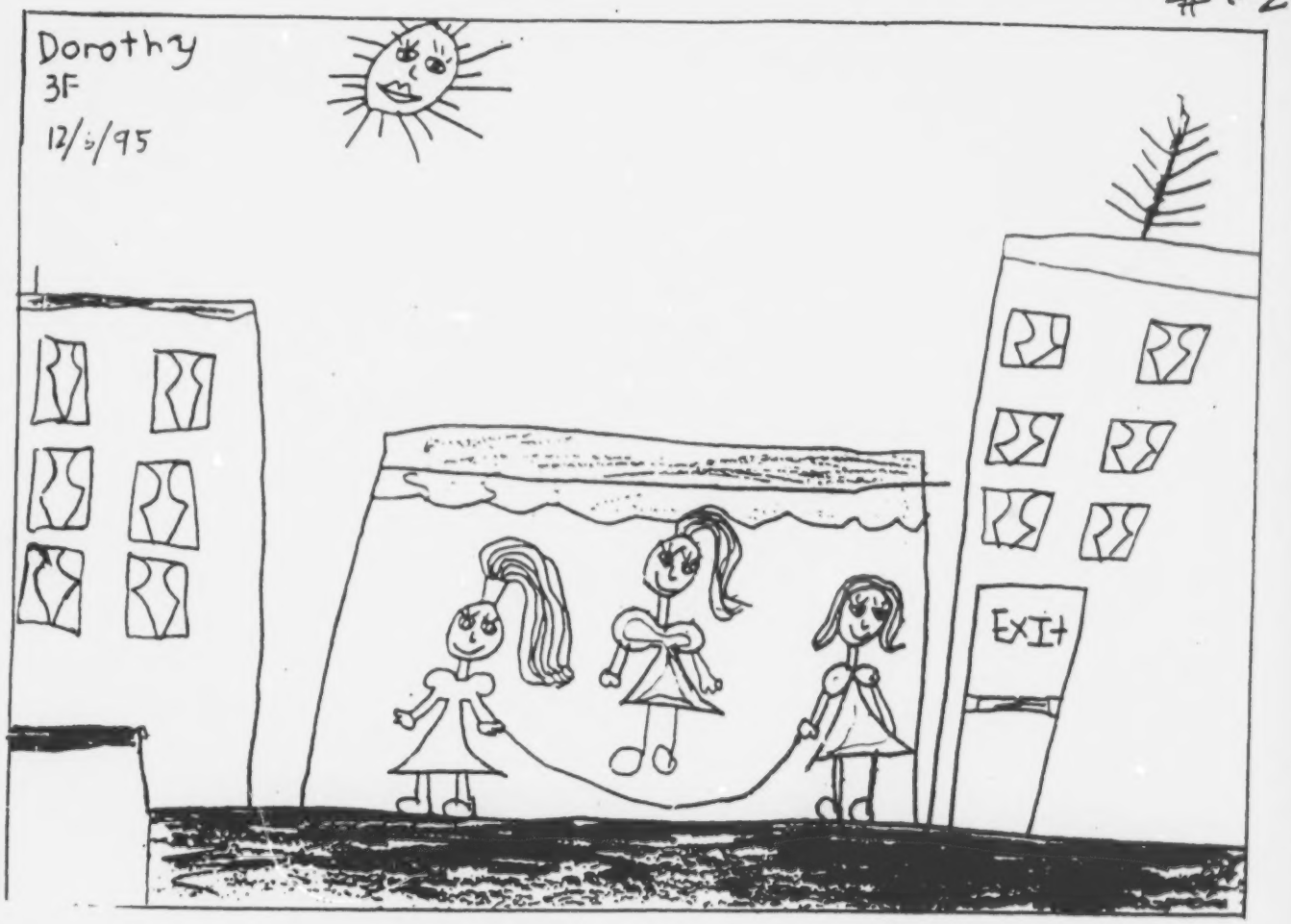
MY BLOCK

I like my block
even though there's a lot of bullies.
I like my block a lot.
I have a lot of fun
when I'm outside with my friend.
I love my block.

Dorothy

Grade 3
December, 1995

#2



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Dorothy
Grade 3
February 7, 1996

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Dorothy

Grade 3
February 7, 1996

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Dorothy

Grade 3
December, 1995

MY BLOCK

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Dorothy

Grade 3
January, 1996

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Dorothy

Grade 3
February 7, 1996

(Janet)

MY BLOCK

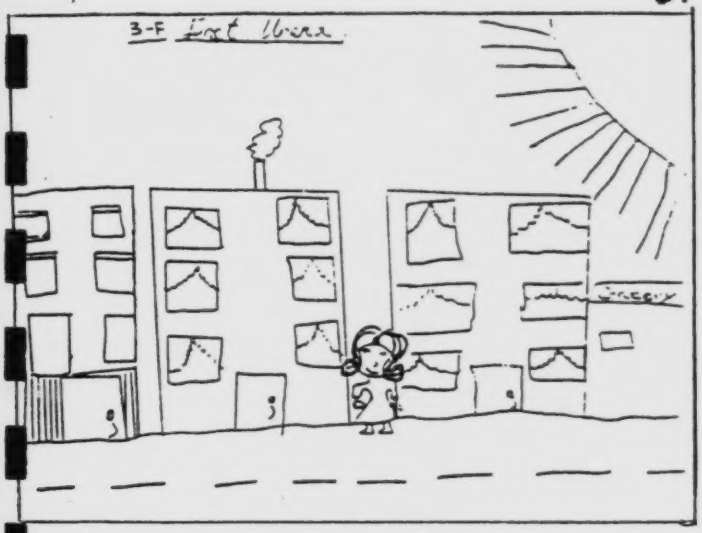
One day Janet was walking on her block and she saw that her block was empty. So, she went out some place. She loves her block a lot. Then she went to the grocery store to get some groceries.

Dorothy

Author
December, 1995

JANET

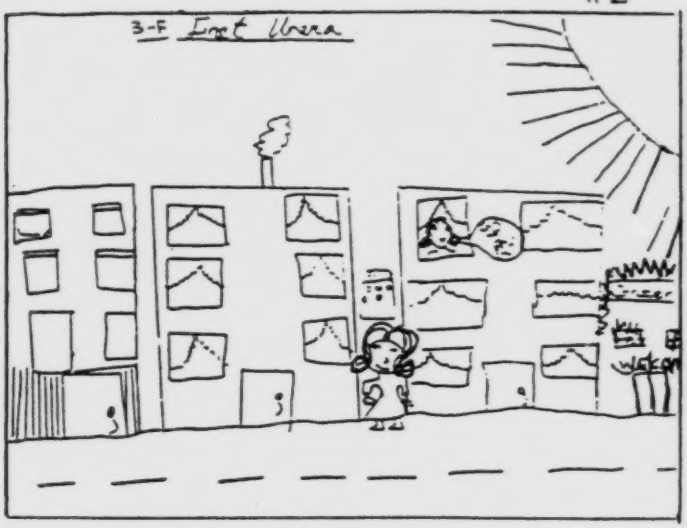
#1



MY BLOCK

One day it was a beautiful morning and I went outside.

#2

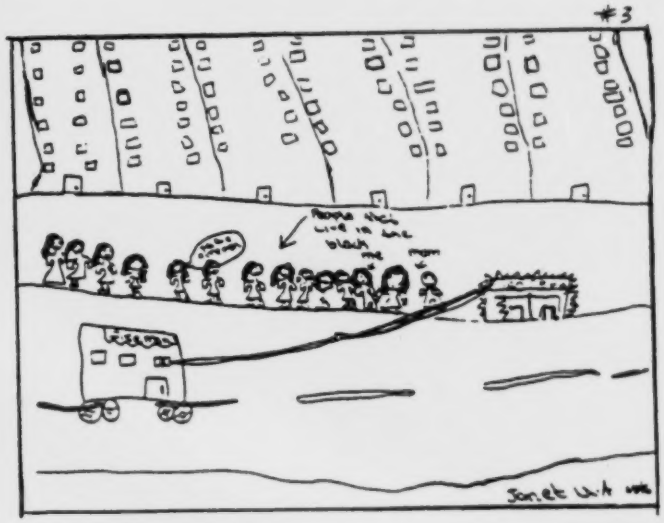


MY BLOCK

One day it was a beautiful morning and I went outside. My mother called me to go to the store to buy breakfast. After she said to go to the store, she said I could play with my friend outside and it was fun. We played Hollywood as actors. My block has a very little grocery store and very big buildings. I was also playing Wild, it was fun.

But then something terrible happened. The grocery store was on fire. I called the police and then went upstairs to warn my mother. My friends went to warn their families. We warned everybody on the block.

#3



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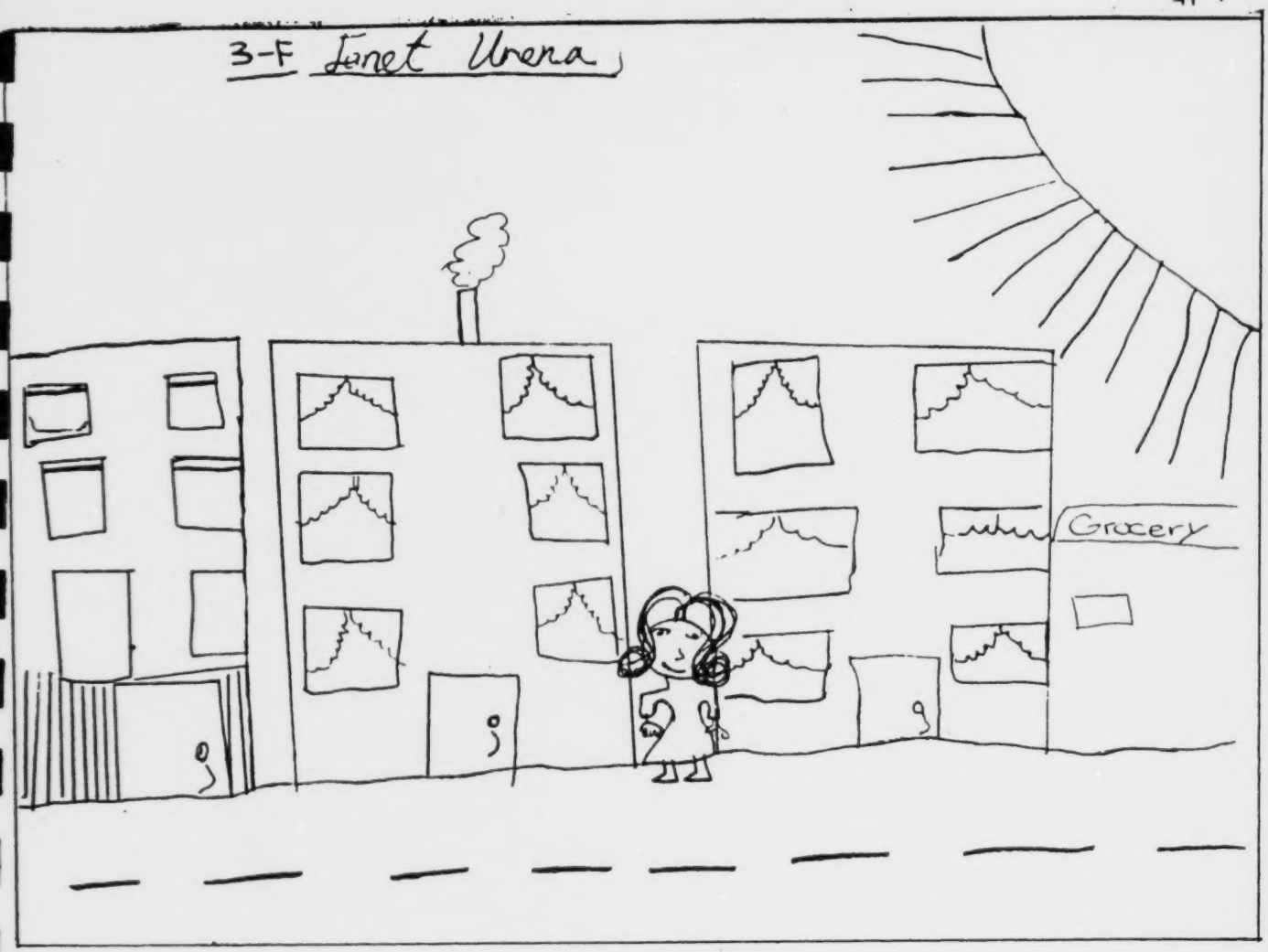
Then the police and the firemen came and put out the fire and everyone was safe. I was glad everyone was safe. Our mothers were proud of us. Then I went home to take a nap.

BEST COPY AVAILABLE

#1



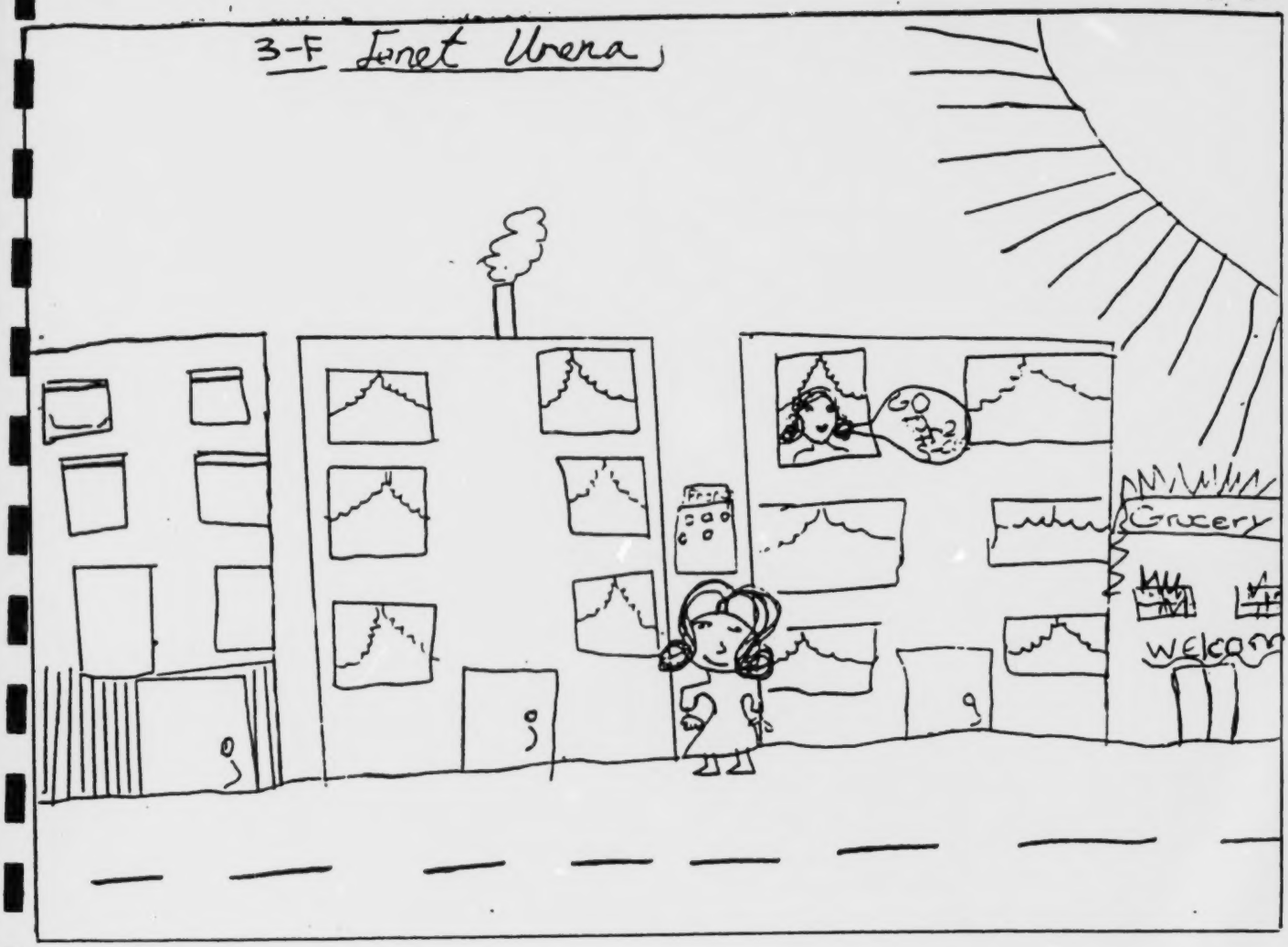
MY BLOCK

One day it was a beautiful morning and I went outside.

Janet Urena

Grade 3
December, 1995

#2



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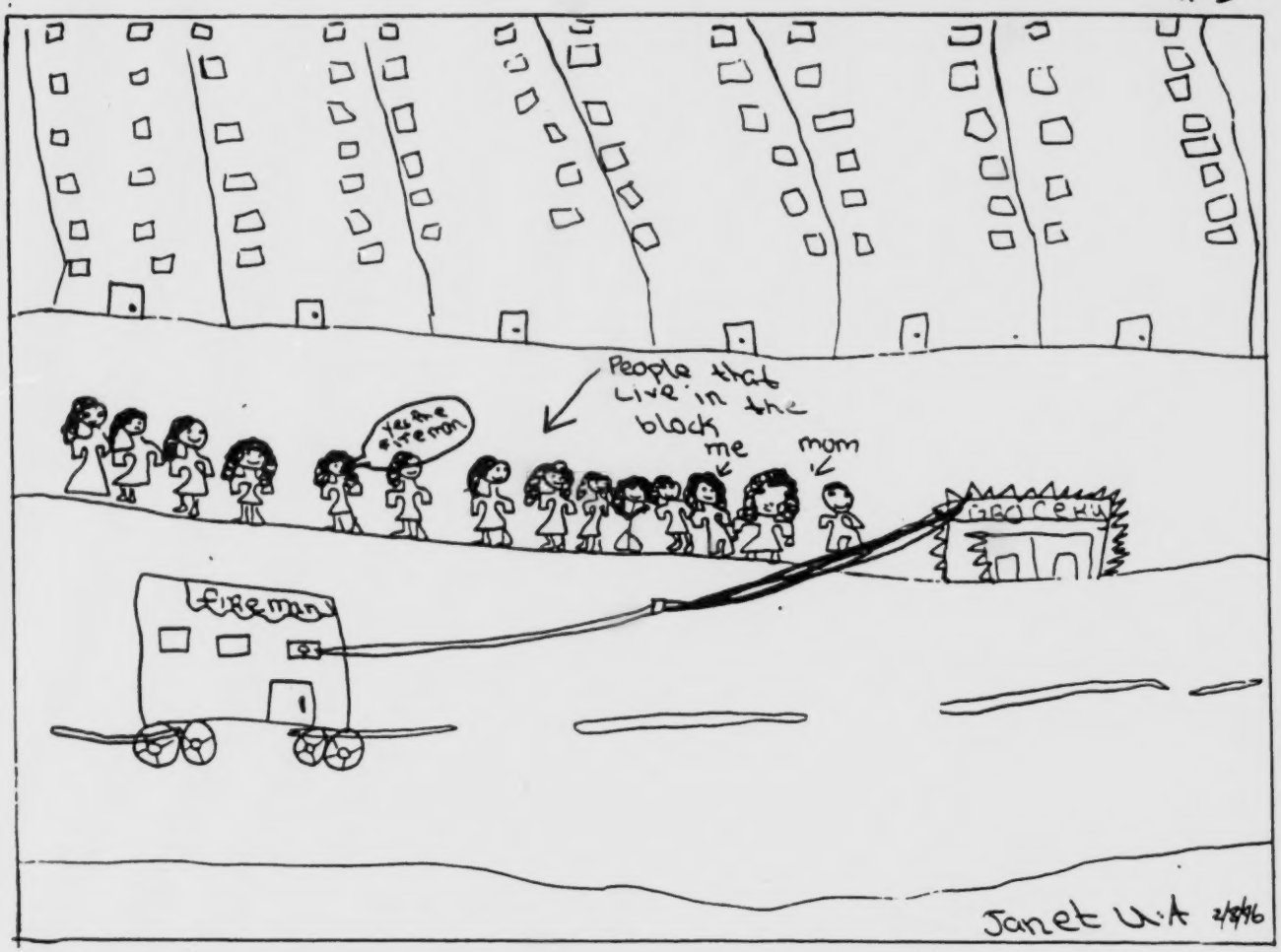
Janet Urena

Grade 3
February, 1996

#3



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Janet Urena
Grade 3
February 8, 1996

MY BLOCK

One day it was a beautiful morning and I went outside.

Janet Urena

Grade 3
December, 1995

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Janet Urena

Grade 3
January, 1996

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Janet Urena

Grade 3
February 8, 1996

(Janet)

MY BLOCK

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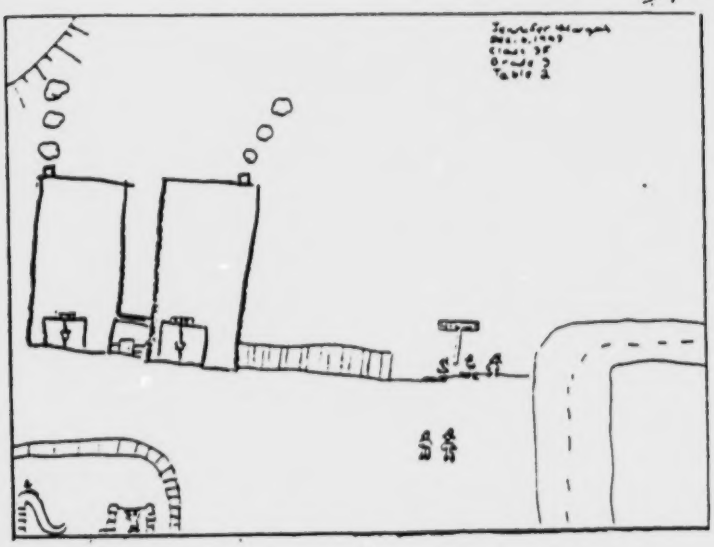
Dorothy

Author
December, 1995

JENNIFER

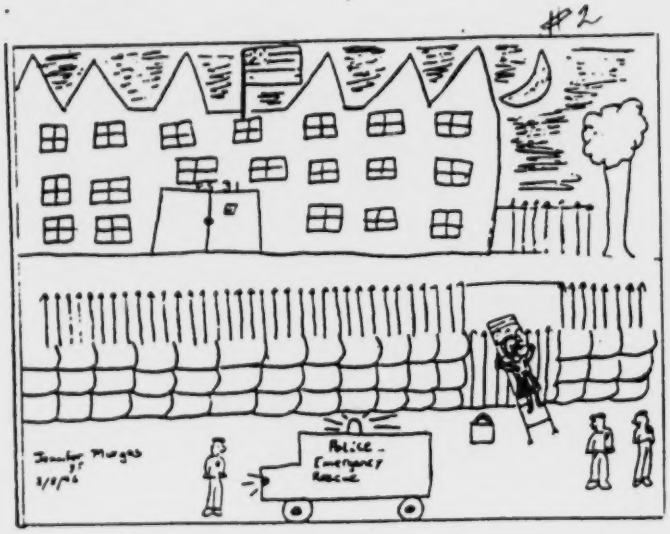
#1



MY BLOCK

My block is very pretty. I live in 424 Grand Concourse. I have many people in my block. At night it is full of people. Next to my building there is parking for Hostos. I live in front of P.S. 31. I go to that school. Some days I go to the park. I love my block very much.

#2



MY BLOCK

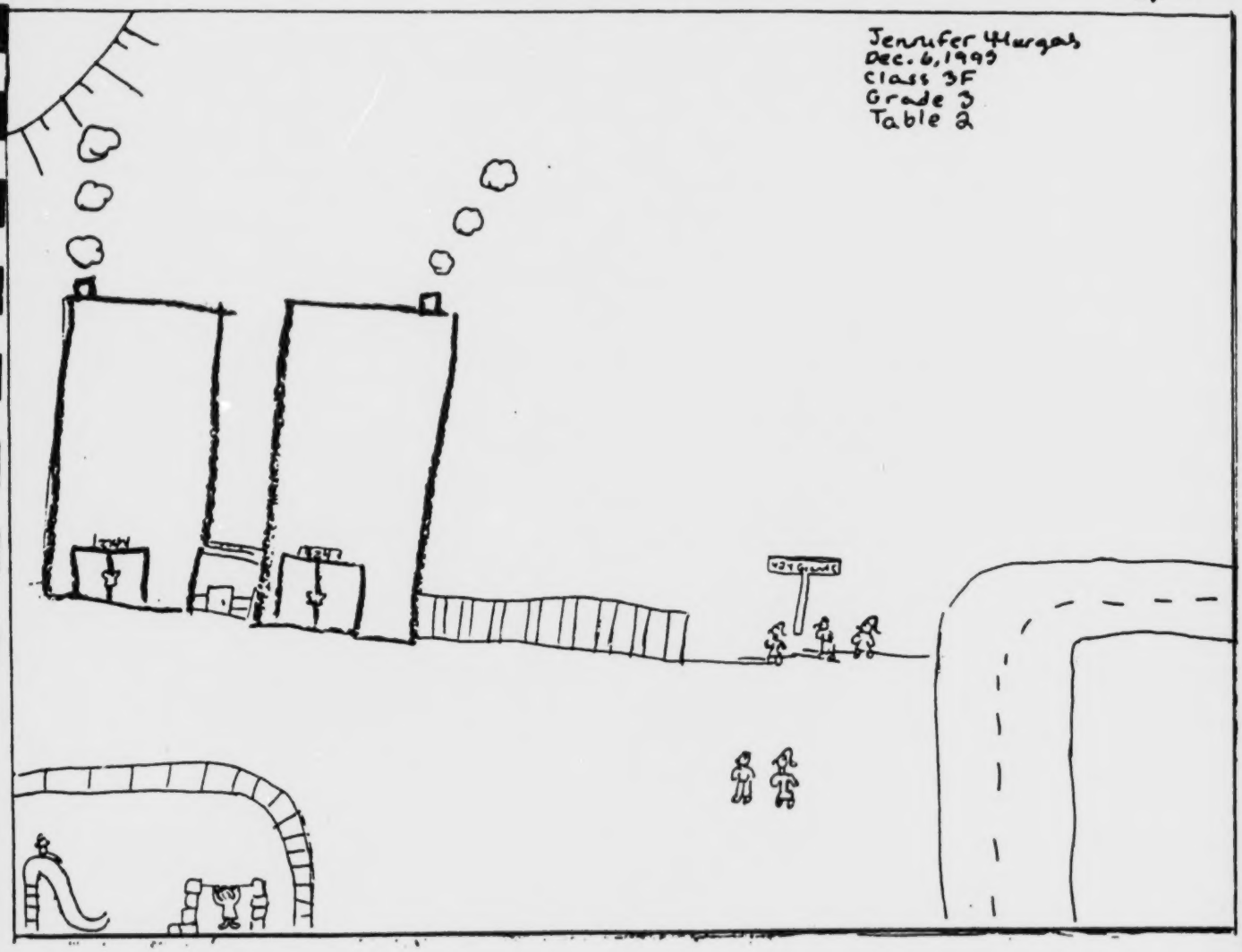
One day I was in my house. I noticed a person waiting behind the gate of my school, which was across the street from my house. It was about 3:30 p.m. I knew she was locked in the school because the outside gates were locked and the cleaning person had already locked the school doors.

It was Miss Davidson, my art teacher. She had many bags. Miss Davidson was very sad. I saw the police come and put a ladder over the gate. I saw Miss Davidson climb the ladder. When she got to the top she was going to fall. Two policemen held out their hands and she jumped into their arms and they carried her down. The police woman gave Miss Davidson her bags. It was very dark by the time. I saw Miss Davidson walk fast to the train station.

That was the best day I had because the police got my art teacher out of the building and I like my teacher.

BEST COPY AVAILABLE

#1



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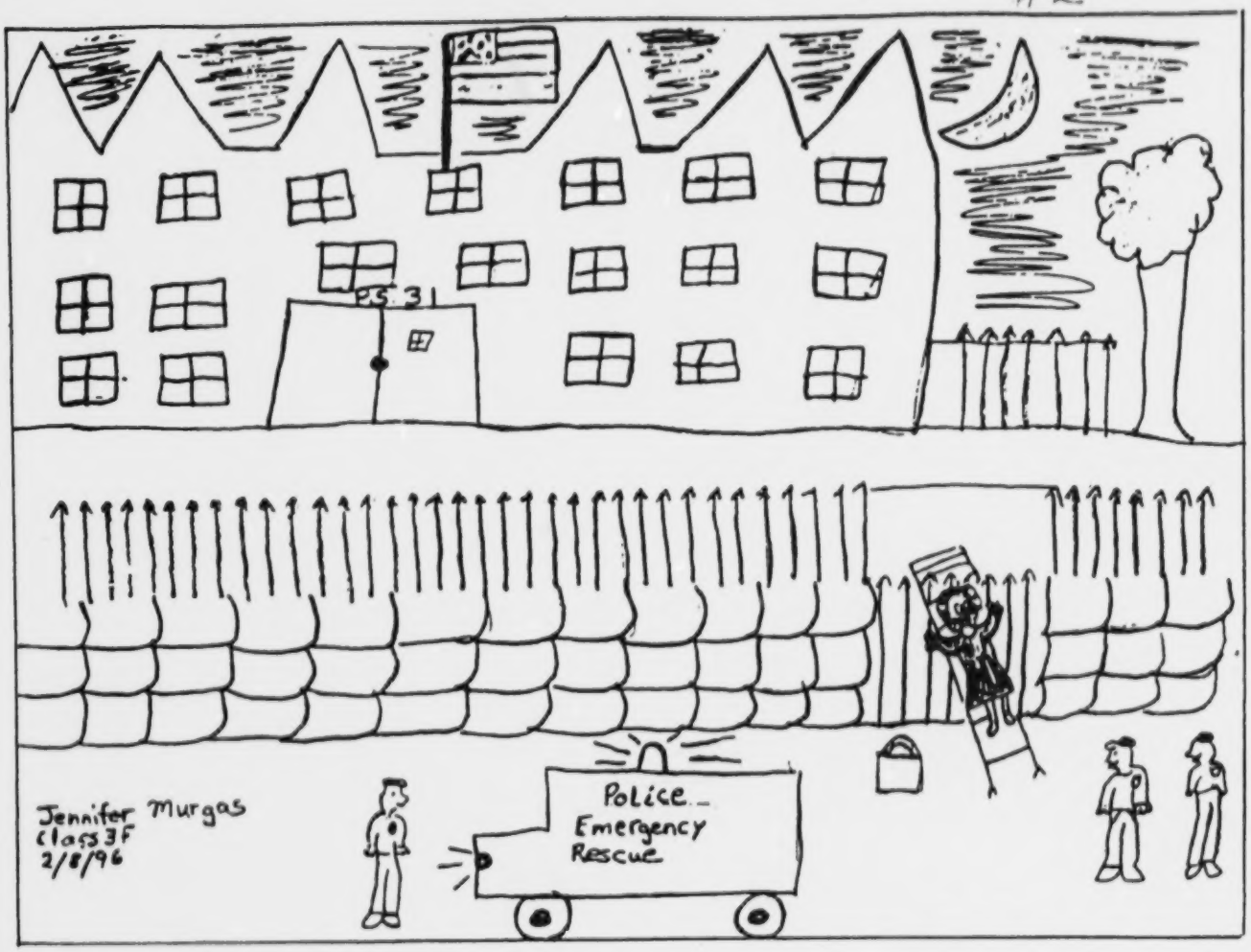
Jennifer Murgas

Grade 3
December, 1995

#2



MY BLOCK

One day I was in my house. I noticed a person waiting behind the gate of my school, which was across the street from my house. It was about 5:30 p.m. I knew she was locked in the school because the outside gates were locked and the cleaning person had already locked the school doors.

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Jennifer
Grade 3
February 7, 1996

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Jennifer Murgas

Grade 3
December, 1995

MY BLOCK

This is my block. I live in the building 424. I am the one who has black hair. I love my block because you can go outside and play and if you want something from the grocery store you are so close to it. I am next to a beeper store and I am close to a restaurant. That is why I love my block very very much.

Jennifer

Grade 3
January, 1996

MY BLOCK

One day I was in my house. I saw a person in my school. I told my mom and my sister. When I looked at the clock it was about to be 5:30 p.m. It was Miss Davidson, she had many bags. Miss Davidson was very sad. The police came and got her out. That was funny. When they got her out of the school she went home. That was the best day I had.

Jennifer

Grade 3
February 2, 1996

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That was the best day I had because the police got my art teacher out of the building and I like my teacher.

Jennifer
Grade 3
February 7, 1996

(Jennifer)

One day Jennifer was walking with her friend. Little kids are in the park. Buildings are letting smoke out. People are walking everywhere too. Jennifer is having a conversation with her friend about the movies.

Reina
Author

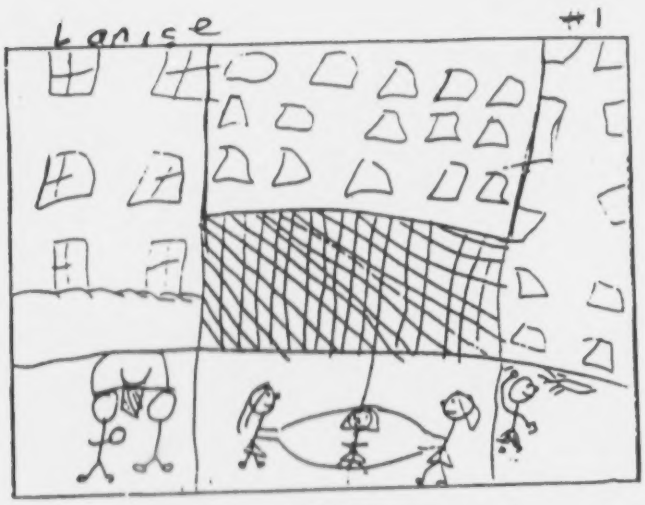
(Melissa)

MY BLOCK

In my block I have a park and a big one too. As you see in my picture, you see three people. I am the one in the swing. I love my block very much.

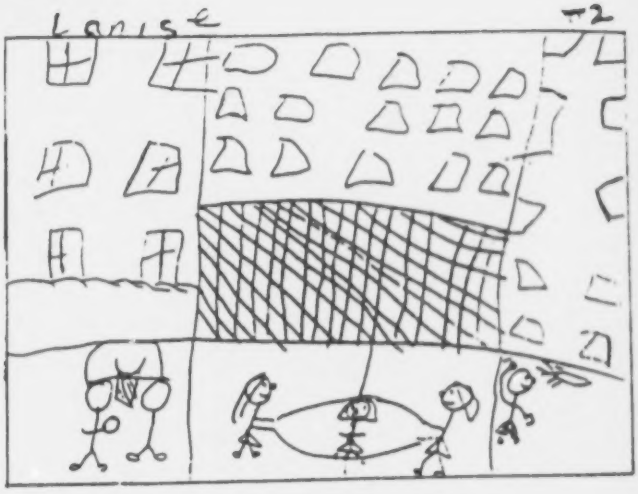
Jennifer
Author
December, 1995

LANISE



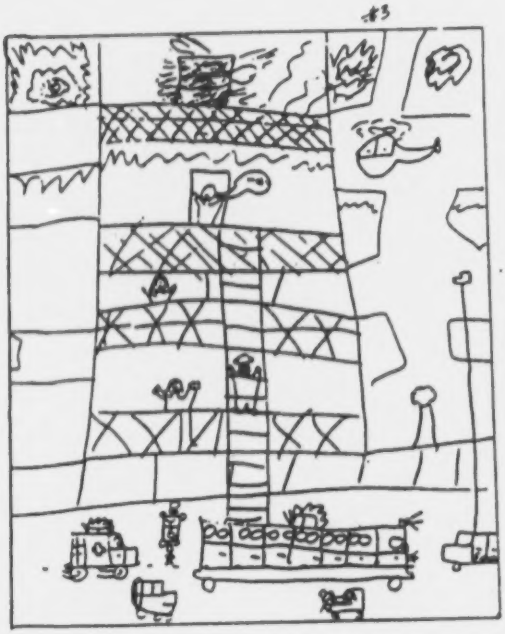
MY BLOCK

This is about a bunch of kids playing basketball, a bunch of girls playing double dutch and some boys playing football.



MY BLOCK

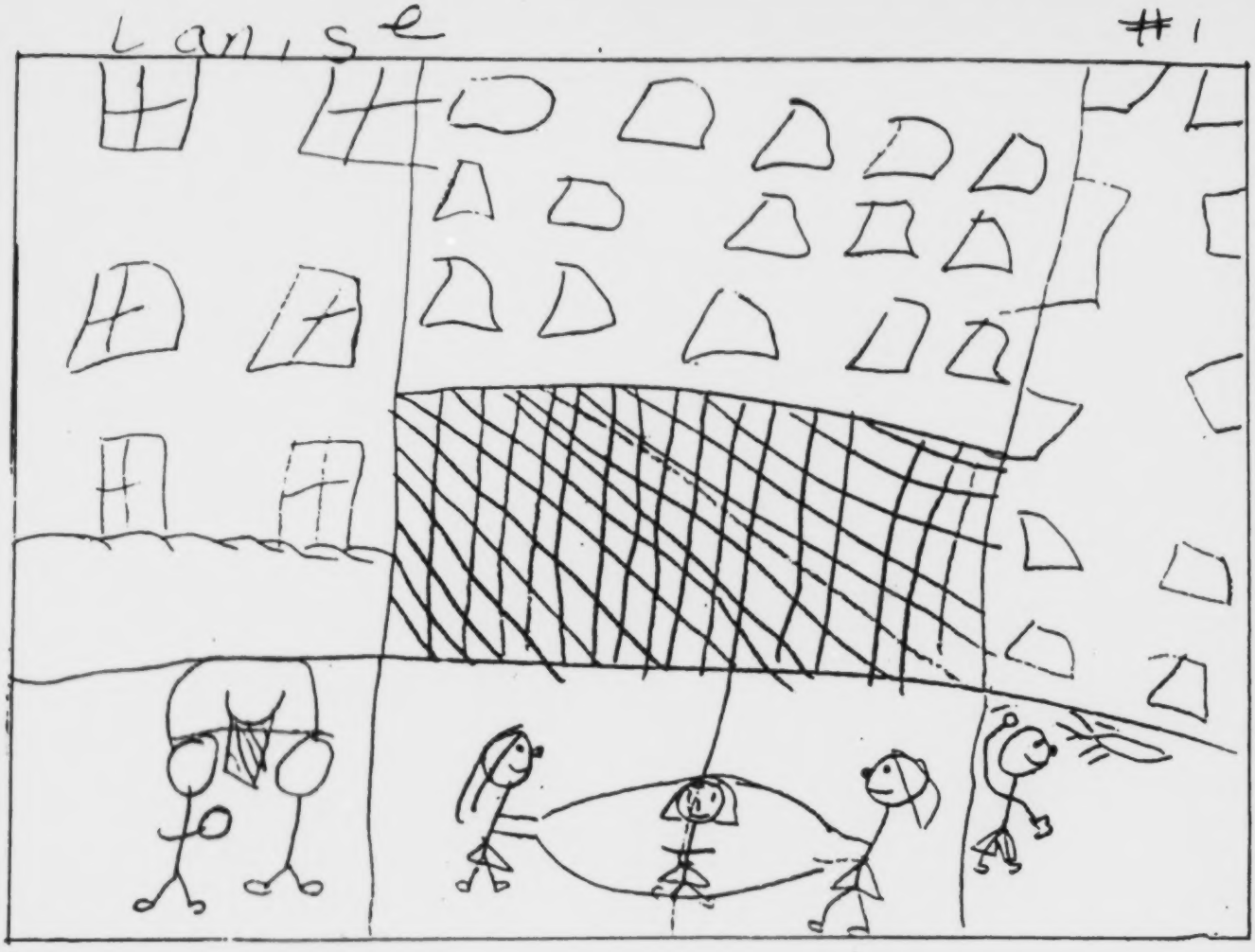
My picture is about a bunch of kids playing basketball, a bunch of girls playing double dutch and some boys playing football. After a little while a boy got hit with a football in his eye. He started to bleed by the side of his eye. It was a very deep cut. He had to go to the hospital to get stitches. Then, after that a girl tripped over the rope and broke her leg, she had to go to the hospital too.



A BIG FIRE

On February 6th a disaster happened. A big fire burst into flames. A lady that was in the house died because she got burned in the fire. All the people on the floor had a smoke injury. I feel sad for the lady that died.

BEST COPY AVAILABLE

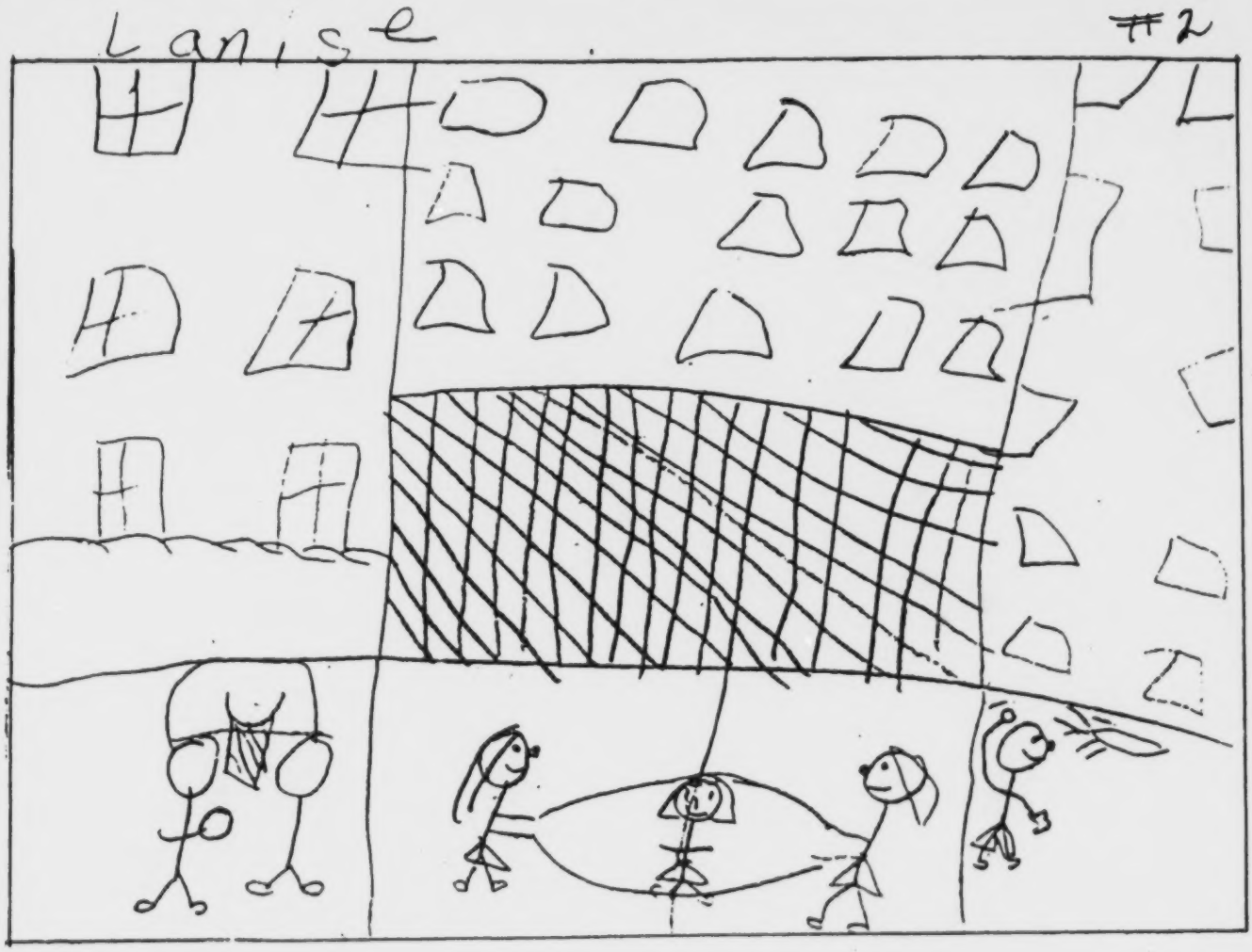


MY BLOCK

This is about a bunch of kids playing basketball, a bunch of girls playing double dutch and some boys playing football.

Lanise

Grade 3
December, 1995



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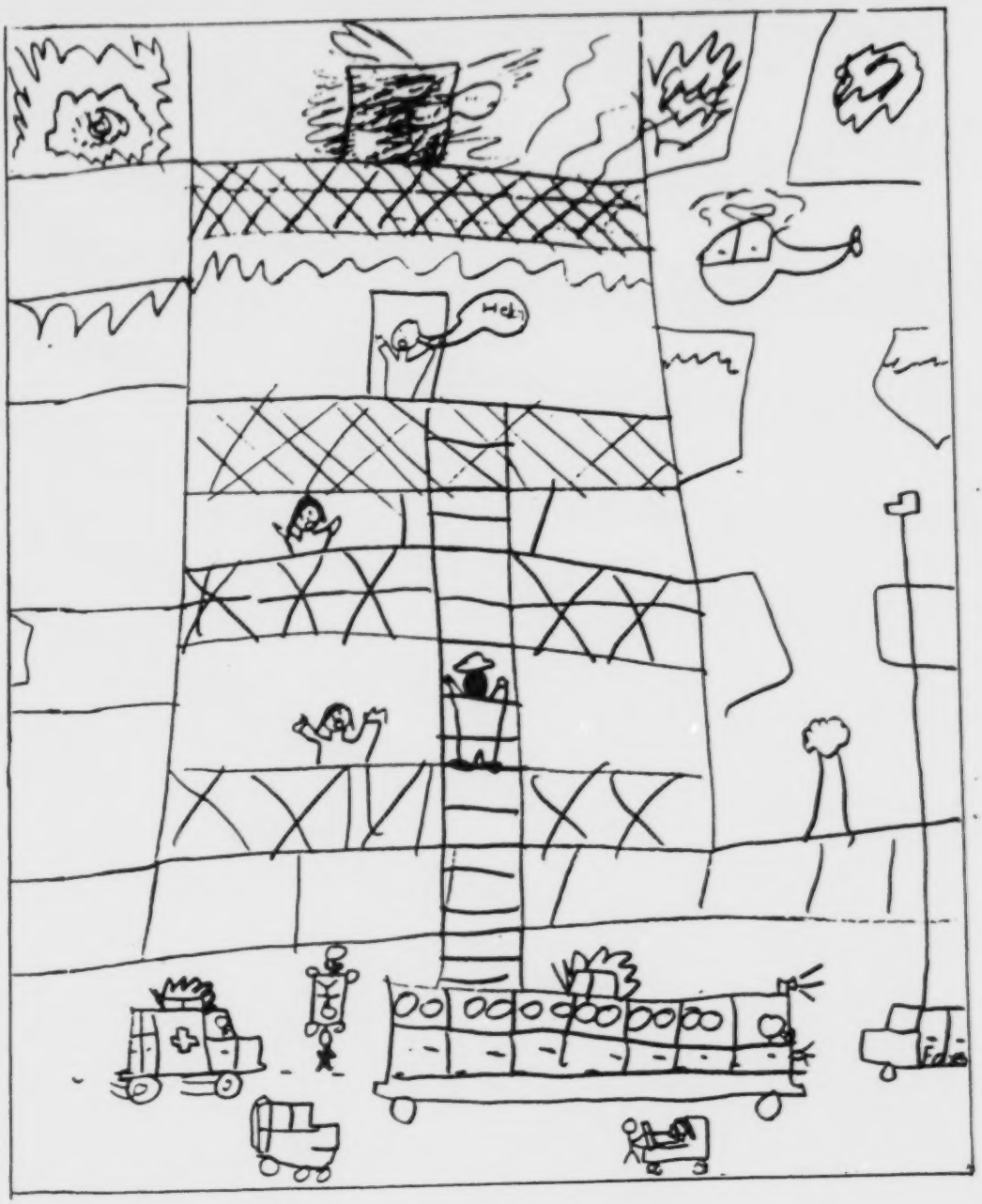
Lanise

Grade 3
January, 1996

#3



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Lanise

Grade 3
February 6, 1996

MY BLOCK

This is about a bunch of kids playing basketball, a bunch of girls playing double dutch and some boys playing football.

Lanise
Grade 3
December, 1995

MY BLOCK

My picture is about a bunch of kids playing basketball, a bunch of girls playing double dutch and some boys playing football. After a little while a boy got hit with a football in his eye. He started to bleed by the side of his eye. It was a very deep cut. He had to go to the hospital to get stitches. Then, after that a girl tripped over the rope and broke her leg, she had to go to the hospital too.

Lanise
Grade 3
February 1, 1996

A BIG FIRE

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Lanise
Grade 3
February 6, 1996

(Paul)

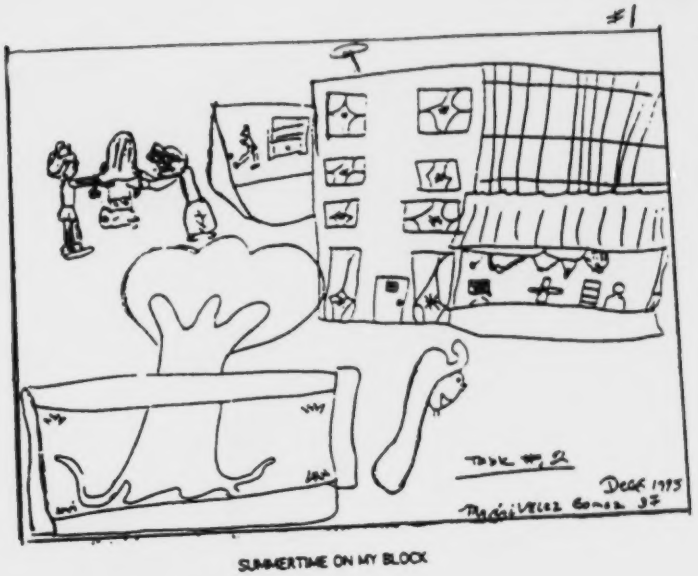
THE BLOCK

I see birds flying in the sky and birds in the trees.
I see some kid by a fence with a bike.

Lanise
Author
December, 1995

MADAI

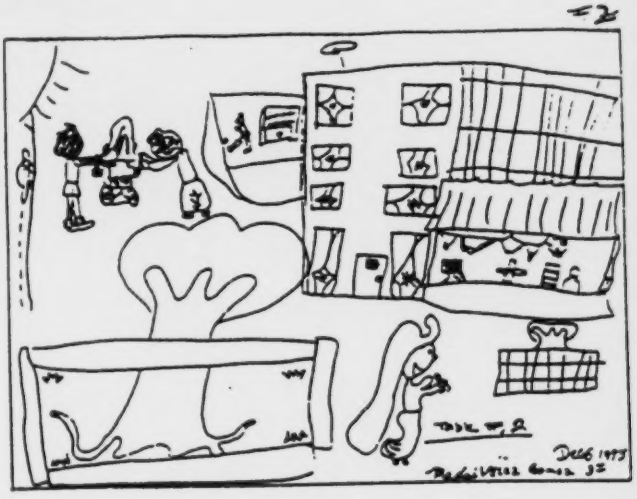
#1



SUMMERTIME ON MY BLOCK

Once it was summer.
We went outside to play.
My cousin always comes out to play.
The first day the Cheaperis man gave us something to eat FREE!
My brother sometimes plays soccer.
It is sort of quiet.
It is so fun.

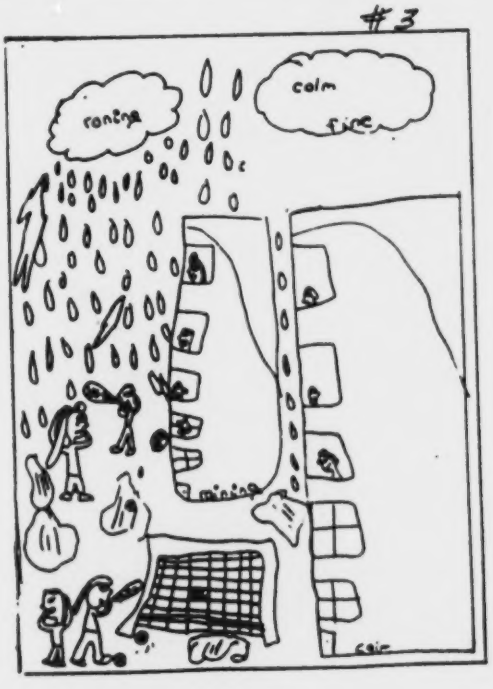
#2



MY BLOCK

Hi! My name is Madai. This is my neighborhood where live in. There are many good people. My brother is playing soccer. My cousins are riding my little sister. And I'm just playing with my doll.

#3



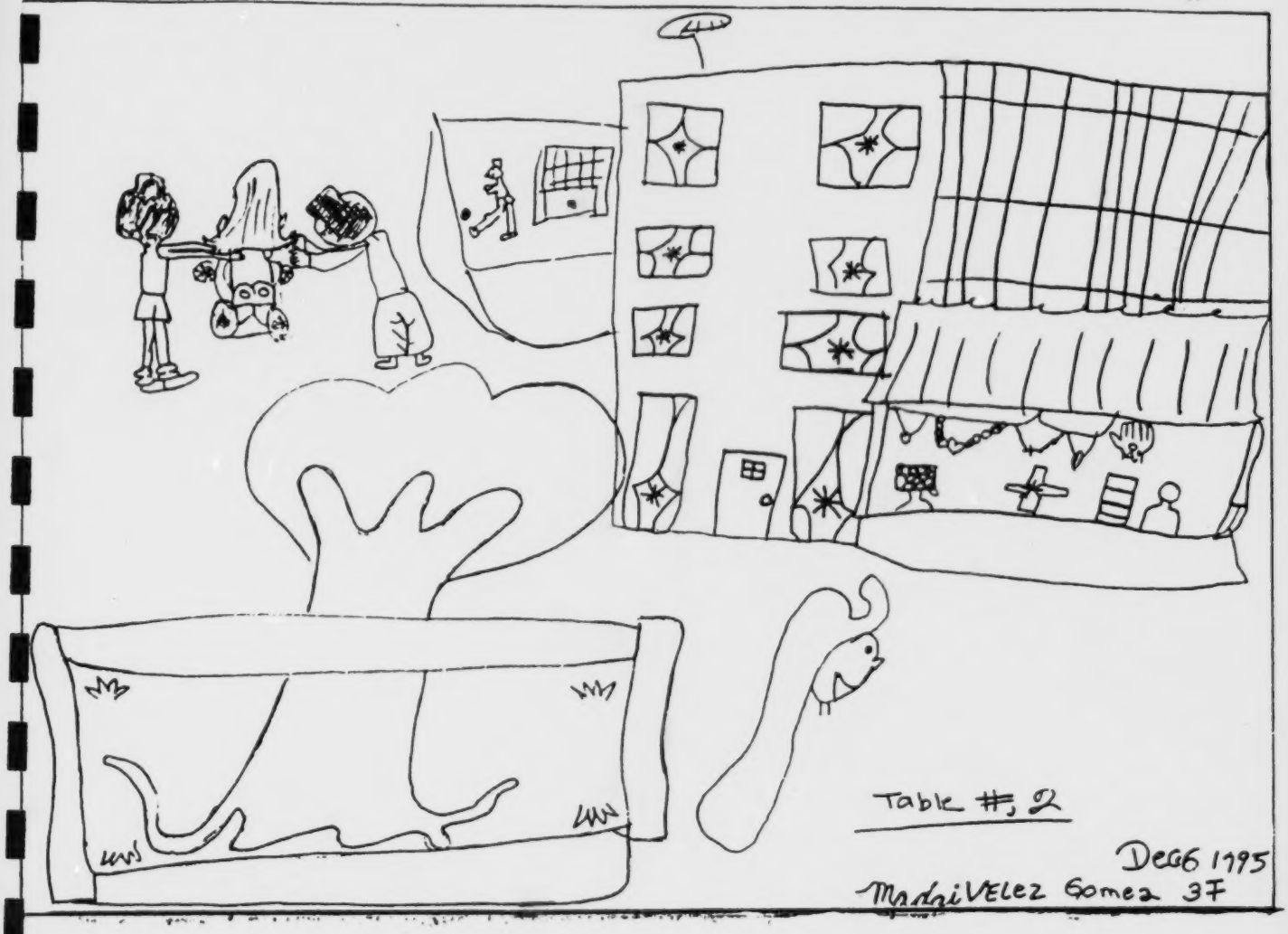
WHY I BROKE THE WINDOW

It was a sunny day when I heard thunder. My brother and I were playing soccer. When we heard thunder, I was so scared that I threw the ball so hard that I broke the window.

My brother, mother and father got angry. Well I paid for the window and we were all happy.

BEST COPY AVAILABLE

#1



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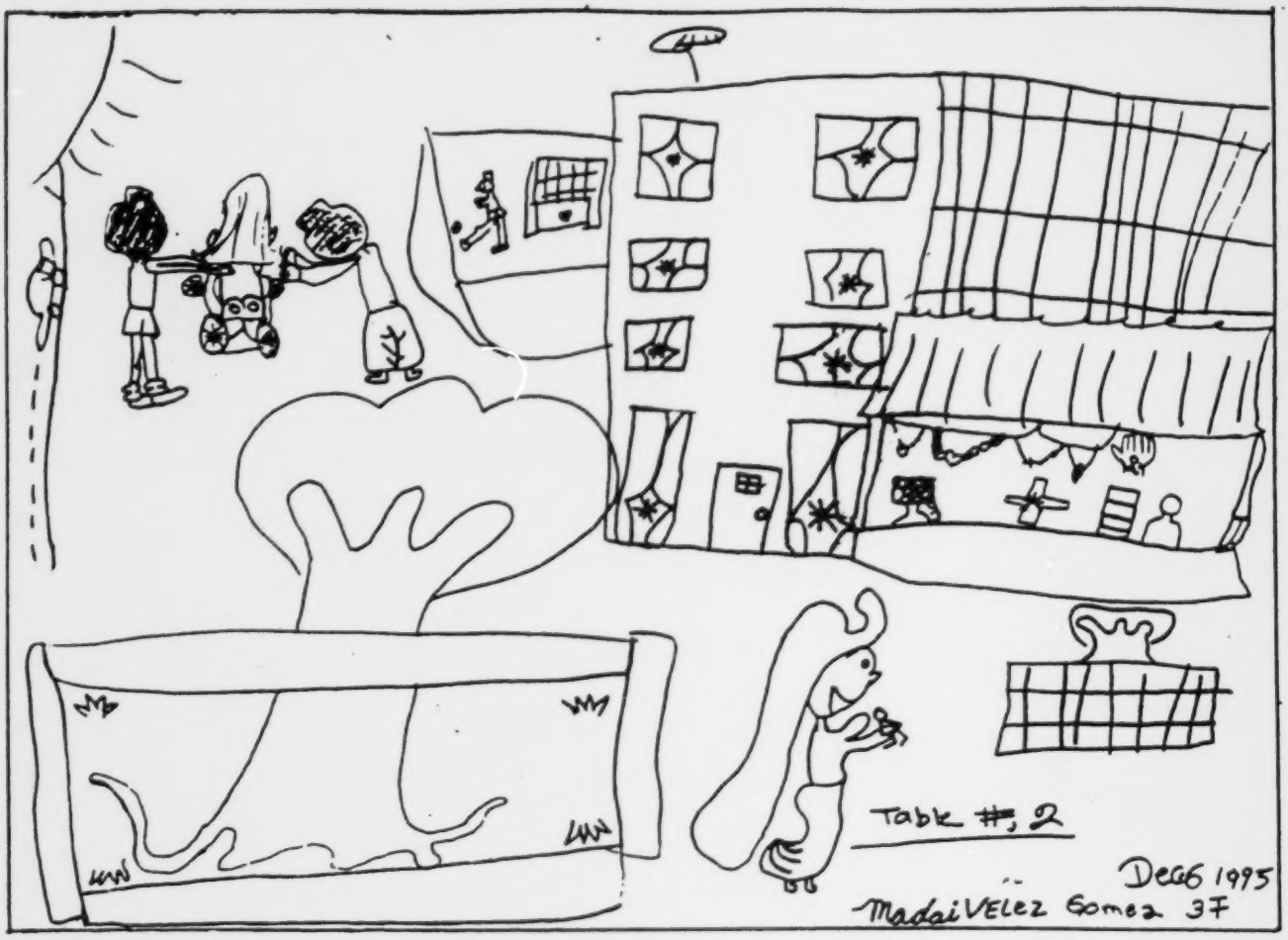
Madai

Grade 3
December, 1995

#2



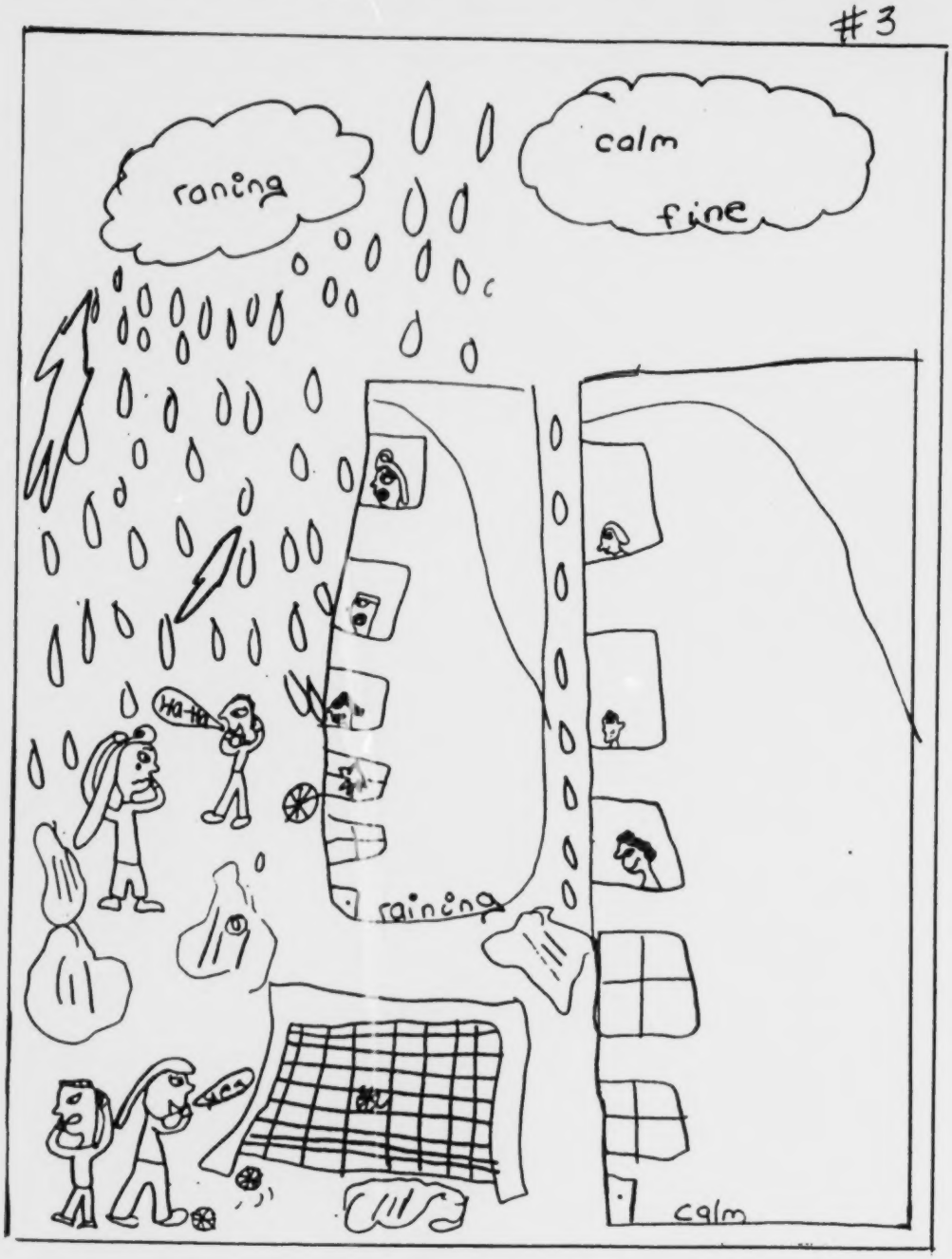
MY BLOCK

Hi! My name is Madai. This is my neighborhood where live in. There are many good people. My brother is playing soccer. My cousins are riding my little sister. And I'm just playing with my doll.

Madai

Grade 3
January, 1996

#3



WHY I BROKE THE WINDOW

It was a sunny day when I heard thunder. My brother and I were playing soccer. When we heard thunder, I was so scared that I threw the ball so hard that I broke the window.

My brother, mother and father got angry. Well I paid for the window and we were all happy.

Madai

SUMMERTIME ON MY BLOCK

Once it was summer.
We went outside to play.
My cousin always comes out to play.
The first day the Cheaperia man gave us something to eat FREE!
My brother sometimes plays soccer.
It is sort of quiet.
It is so fun.

Madai
Grade 3
December, 1995

MY BLOCK

Hi! My name is Madai. This is my neighborhood where I live. There are many good people. My brother is playing soccer. My cousins are riding my little sister. And I'm just playing with my doll.

Madai

Grade 3
January, 1996

MY BLOCK

One day it was raining. And since I love rain, I went outside with my brother. I played with my brother. We were playing soccer. Just as I was going to throw the ball, I heard thunder. I was so scared, I threw the ball so hard that it broke the window. Everyone was staring at me. I have to admit that I had to pay for the window. We lived happily ever after.

Madai
Grade 3
February, 1996

WHY I BROKE THE WINDOW

It was a sunny day when I heard thunder. My brother and I were playing soccer. When we heard thunder, I was so scared that I threw the ball so hard that I broke the window.

My brother, mother and father got angry. Well I paid for the window and we were all happy.

Madai

Grade 3
February 8, 1996

(Madai)

One day Madai was playing with her friend. She saw people playing basketball and tennis.

Pauline

Author
December, 1995

(Richard)

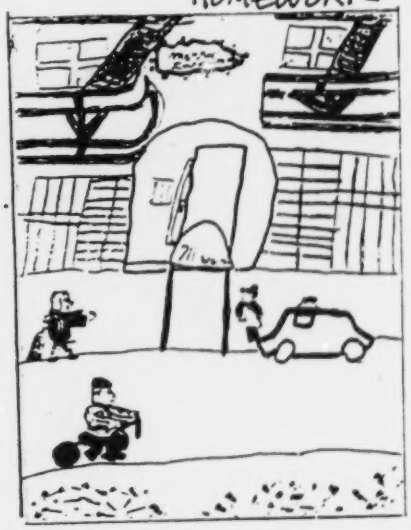
My home is next to the community center.
My apartments have chimneys.
The people are cleaning the roof of the community center.
My neighborhood is lovely.
I see a bird flying.
I just have fun.

Madai

Author
December, 1995

MADALYN

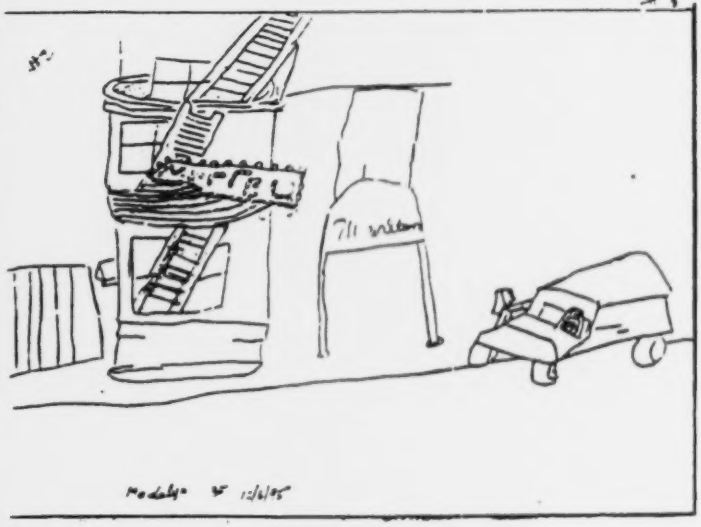
HOMEWORK #2



711 WALTON AVENUE

My neighborhood is busy.
The boy on his bicycle.
A girl walking home.
Girls get out of a car.
Many people mostly are passing by.
My apartment is on the 5th floor.
Has anyone seen this building?
Does it look familiar?

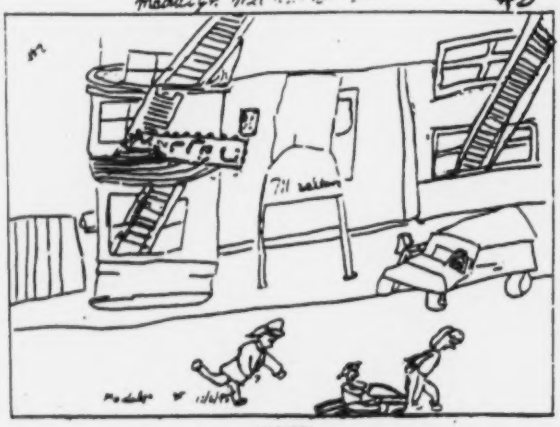
#1



MY BLOCK

My block is busy.
Some people come in and out of cars,
Or from stores,
Or even out of the building.
On the 2nd floor you can see
This lady decorating her first fire escape very fancy.
Many people I know have seen my building.
My building is next to McDonalds and the store on the corner.
On another sidewalk, where the brown canopy is, that is my building.

#3



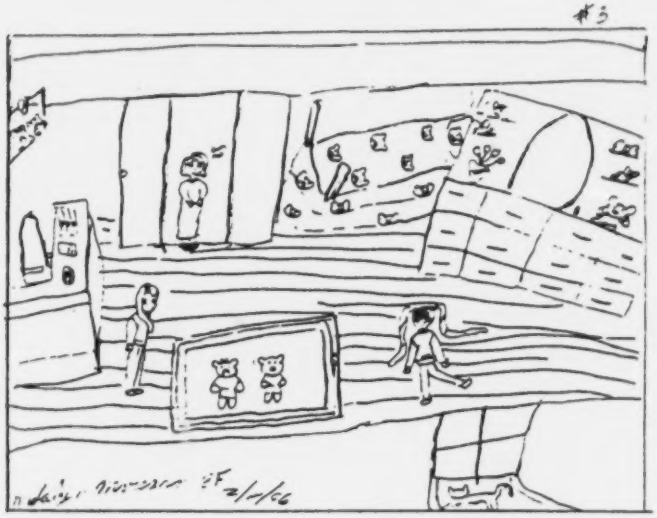
MY BLOCK

On a cold January day, somebody called my house. It was Coco and her daughter Margaret. Coco told my mom she was going to rent a movie. She wanted to know if Lisa and I could come and take the sled and maybe play outside for twenty or thirty minutes. Was I bundled! Mom dressed me in long pants over another pair of pants. But when I went outside, the floor was so slippery, I fell down and went sliding all the way across the street. Coco helped me, but it was so slippery, we both fell. Everybody tried to help, but then everybody ended up all over the floor. Finally, after a long adventure on the floor we got up and started to go get the movie. Suddenly Coco couldn't find Margaret. "Margaret!", Margaret". Coco cried. "Where are you?" Coco ran up the court yard and found Margaret lying on the stairs covered with snow. "Margaret are you O.K.?" Lisa called. "Yes, I am fine." So Coco just couldn't handle all this falling and action so she took us home and went by herself to get the movie. Margaret, Lisa and I all came upstairs all wet. We washed off all the snow on the sled. We took a shower and made popcorn. By the time Coco came home at about 6:00 p.m., the popcorn was ready. After a long day, we all sat down to watch a movie and eat popcorn.

Coco went back out to her mom's house. And when Coco got home she brought her mom's cat. Actually, her mom gave her the cat to keep. The cat was a first. While Coco was taking a bath, she probably didn't know we threw their cat out on the fire escape. When Coco came out of the bath she didn't know where her cat was. So she ran out and looked everywhere. Not even knowing the cat was still probably freezing on the fire escape.

BEST COPY AVAILABLE

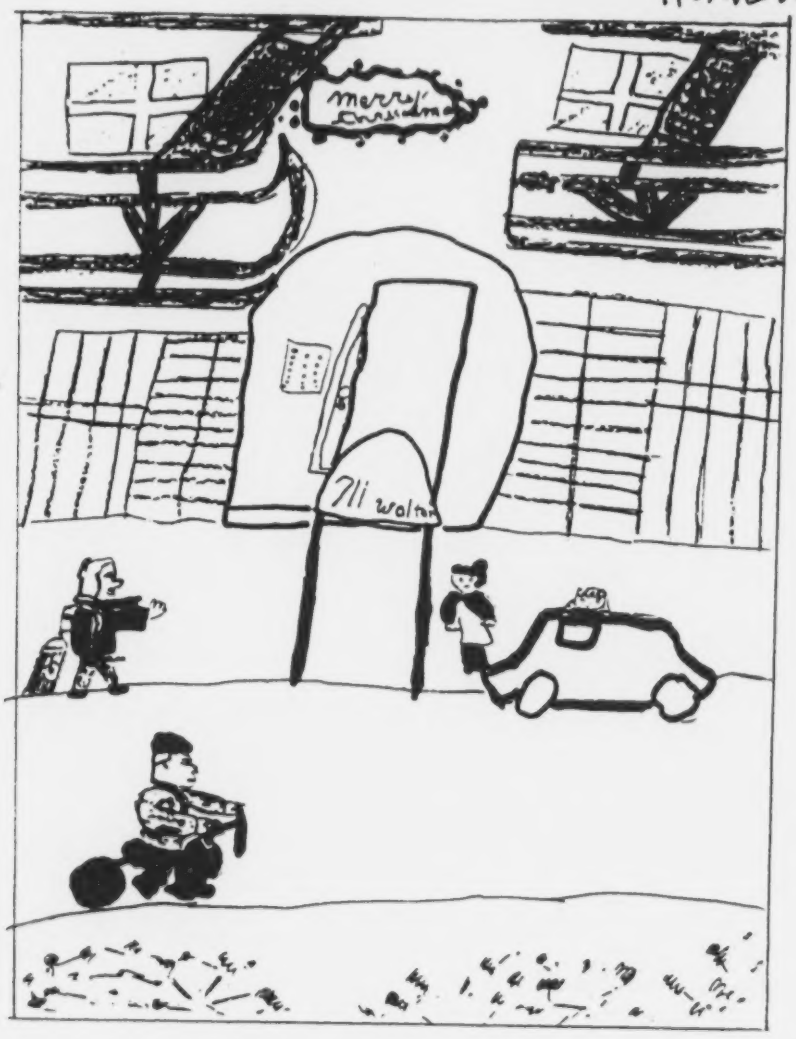
MADALYN



This third drawing was created in response to writing on second drawing.
See Drawing # 2 by Madalyn.

BEST COPY AVAILABLE

HOMEWORK



711 WALTON AVENUE

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The boy on his bicycle.
A girl walking home.
Girls get out of a car.
Many people mostly are passing by.
My apartment is on the 5th floor.
Has anyone seen this building?
Does it look familiar?

Madalyn

Grade 3
December, 1995

#1

MY BLOCK

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Or from stores,
Or even out of the building.
On the 2nd floor you can see
This lady decorating her first fire escape very fancy.
Many people I know have seen my building.
My building is next to McDonalds and the store on the corner.
On another sidewalk, where the brown canopy is, that is my building.

Madalyn

madalyn macicano 3F #2

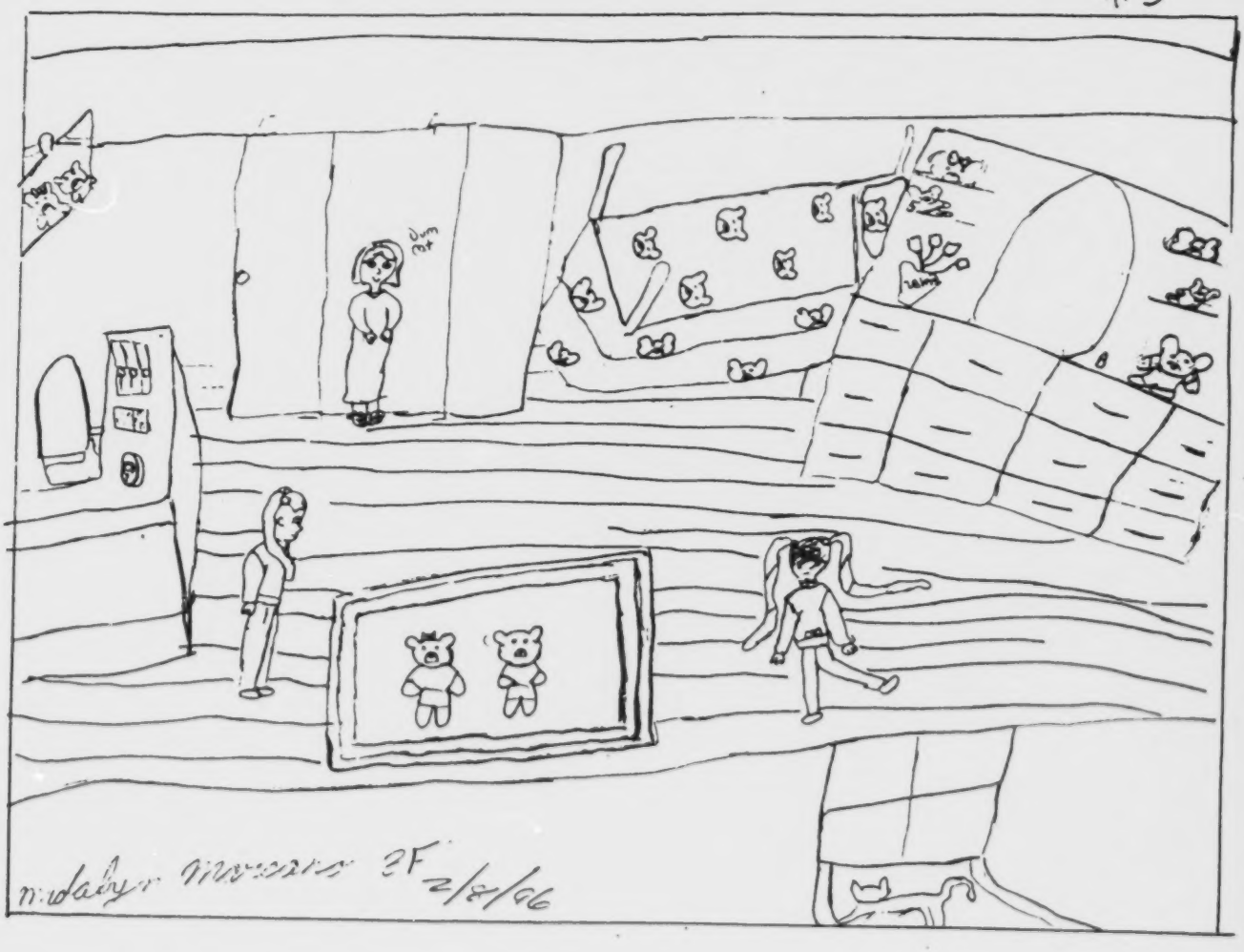
MY BLOCK

On a cold January day, somebody called my house. It was Ceci and her daughter Margaret. Ceci told my mom she was going to rent a movie. She wanted to know if Lisa and I could come and take the sled and maybe play outside for twenty or thirty minutes. Was I bundled! Mom dressed me in long pants over another pair of pants. But when I went outside, the floor was so slippery, I fell down and went sliding all the way across the street. Ceci helped me, but it was so slippery, we both fell. Everybody tried to help, but then everybody ended up all over the floor. Finally, after a long adventure on the floor we got up and started to go get the movie. Suddenly Ceci couldn't find Margaret. "Margaret", Margaret", Ceci cried. "Where are you?" Ceci ran up the court yard and found Margaret lying on the stairs covered with snow. "Margaret are you O.K.?" Lisa called. "Yes, I am fine." So Ceci just couldn't handle all this falling and action so she took us home and went by herself to get the movie. Margaret, Lisa and I all came upstairs all wet. We washed off all the snow on the sled. We took a shower and made popcorn. By the time Ceci came home at about 6:00 p.m., the popcorn was ready. After a long day, we all sat down to watch a movie and eat popcorn.

Ceci went back out to her mom's house. And when Ceci got home she brought her mom's cat. Actually, her mom gave her the cat to keep. The cat was a brat. While Ceci was taking a bath, she probably didn't know we threw that cat out on the fire escape. When Ceci came out of the bath she didn't know where her cat was. So she ran out and looked everywhere. Not even knowing the cat was still probably freezing on the fire escape.

Madalyn
Grade 3
February 8, 1996

#3



Madalyn

Grade 3
February 8, 1996

This third drawing was created in response to writing on second drawing. See Drawing # 2 by Madalyn.

MY BLOCK

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Or from stores,
Or even out of the building.
On the 2nd floor you can see
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On another sidewalk, where the brown canopy is, that is my building.

Madalyn

Grade 3
December, 1995

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The boy on his bicycle.
A girl walking home.
Girls get out of a car.
Many people mostly are passing by.
My apartment is on the 5th floor.
Has anyone seen this building?
Does it look familiar?

Madalyn

Grade 3
December, 1995

MY BLOCK

On a cold January day, somebody called my house. It was Ceci and her daughter Margaret. Ceci told my mom she was going to rent a movie. She wanted to know if Lisa and I could come and take the sled and maybe play outside for twenty or thirty minutes. My mom said yes and asked if I was bundled. Mom dressed me in long pants over another pair of pants. But when I went outside, the floor was so slippery, I fell down and went sliding all the way across the street. Ceci helped me, but it was so slippery, we both fell. Everybody tried to help, but then everybody ended up allover the floor. Finally, after a long adventure on the floor we got up and started to go get a movie. Suddenly Ceci couldn't find Margaret. "Margaret", Margaret", Ceci cried. "Where are you?" Ceci ran up the court yard and found Margaret lying on the stairs covered with snow. "Margaret are you O.K.?" Lisa called. "Yes, I am fine." So Ceci just couldn't handle all this falling and action. She took us home and went by herself to get the movie. Margaret, Lisa and I all came upstairs all wet. We washed off all the snow on the sled. We took a shower and made popcorn. By the time Ceci came the popcorn was ready. After a long day, we all sat down to watch a movie and eat popcorn. Maybe Ceci still doesn't know we threw her cat out on the fire escape. She probably is still looking for the cat.

Madalyn
Grade 3
February 1, 1996

MY BLOCK

On a cold January day, somebody called my house. It was Ceci and her daughter Margaret. Ceci told my mom she was going to rent a movie. She wanted to know if Lisa and I could come and take the sled and maybe play outside for twenty or thirty minutes. Was I bundled! Mom dressed me in long pants over another pair of pants. But when I went outside, the floor was so slippery, I fell down and went sliding all the way across the street. Ceci helped me, but it was so slippery, we both fell. Everybody tried to help, but then everybody ended up all over the floor. Finally, after a long adventure on the floor we got up and started to go get the movie. Suddenly Ceci couldn't find Margaret. "Margaret", Margaret", Ceci cried. "Where are you?" Ceci ran up the court yard and found Margaret lying on the stairs covered with snow. "Margaret are you O.K.?" Lisa called. "Yes, I am fine." So Ceci just couldn't handle all this falling and action so she took us home and went by herself to get the movie. Margaret, Lisa and I all came upstairs all wet. We washed off all the snow on the sled. We took a shower and made popcorn. By the time Ceci came the popcorn was ready. After a long day, we all sat down to watch a movie and eat popcorn.

When Ceci came home it was about 6:00 o'clock. Ceci went back out to her mom's house. And when Ceci got home she brought her mom's cat. Actually, her mom gave her the cat to keep. The cat was a brat. While Ceci was taking a bath, she probably didn't know we threw that cat out on the fire escape. When Ceci came out of the bath she didn't know where her cat was. So she ran out and looked everywhere. Not even knowing the cat was still probably freezing on the fire escape.

Madalyn
February 2, 1996

MY BLOCK

On a cold January day, somebody called my house. It was Ceci and her daughter Margaret. Ceci told my mom she was going to rent a movie. She wanted to know if Lisa and I could come and take the sled and maybe play outside for twenty or thirty minutes. Was I bundled! Mom dressed me in long pants over another pair of pants. But when I went outside, the floor was so slippery, I fell down and went sliding all the way across the street. Ceci helped me, but it was so slippery, we both fell. Everybody tried to help, but then everybody ended up all over the floor. Finally, after a long adventure on the floor we got up and started to go get the movie. Suddenly Ceci couldn't find Margaret. "Margaret", Margaret", Ceci cried. "Where are you?" Ceci ran up the court yard and found Margaret lying on the stairs covered with snow. "Margaret are you O.K.?" Lisa called. "Yes, I am fine." So Ceci just couldn't handle all this falling and action so she took us home and went by herself to get the movie. Margaret, Lisa and I all came upstairs all wet. We washed off all the snow on the sled. We took a shower and made popcorn. By the time Ceci came home at about 6:00 p.m., the popcorn was ready. After a long day, we all sat down to watch a movie and eat popcorn.

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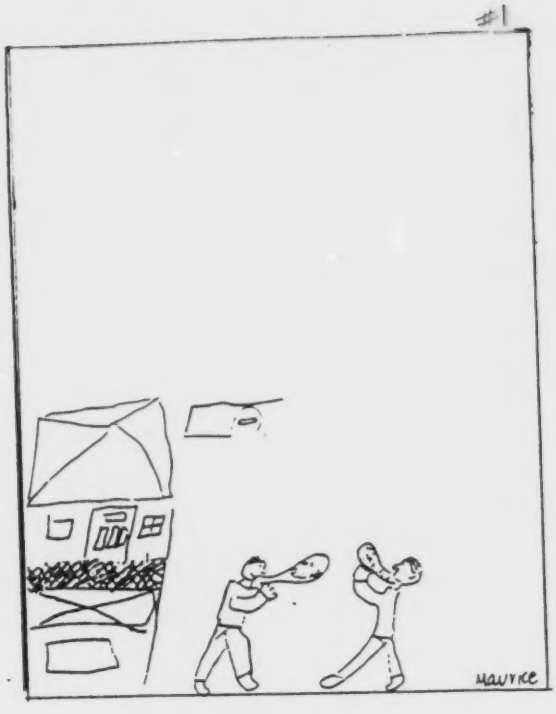
Madalyn

Grade 3

February 8, 1996

MAURICE



MY BLOCK

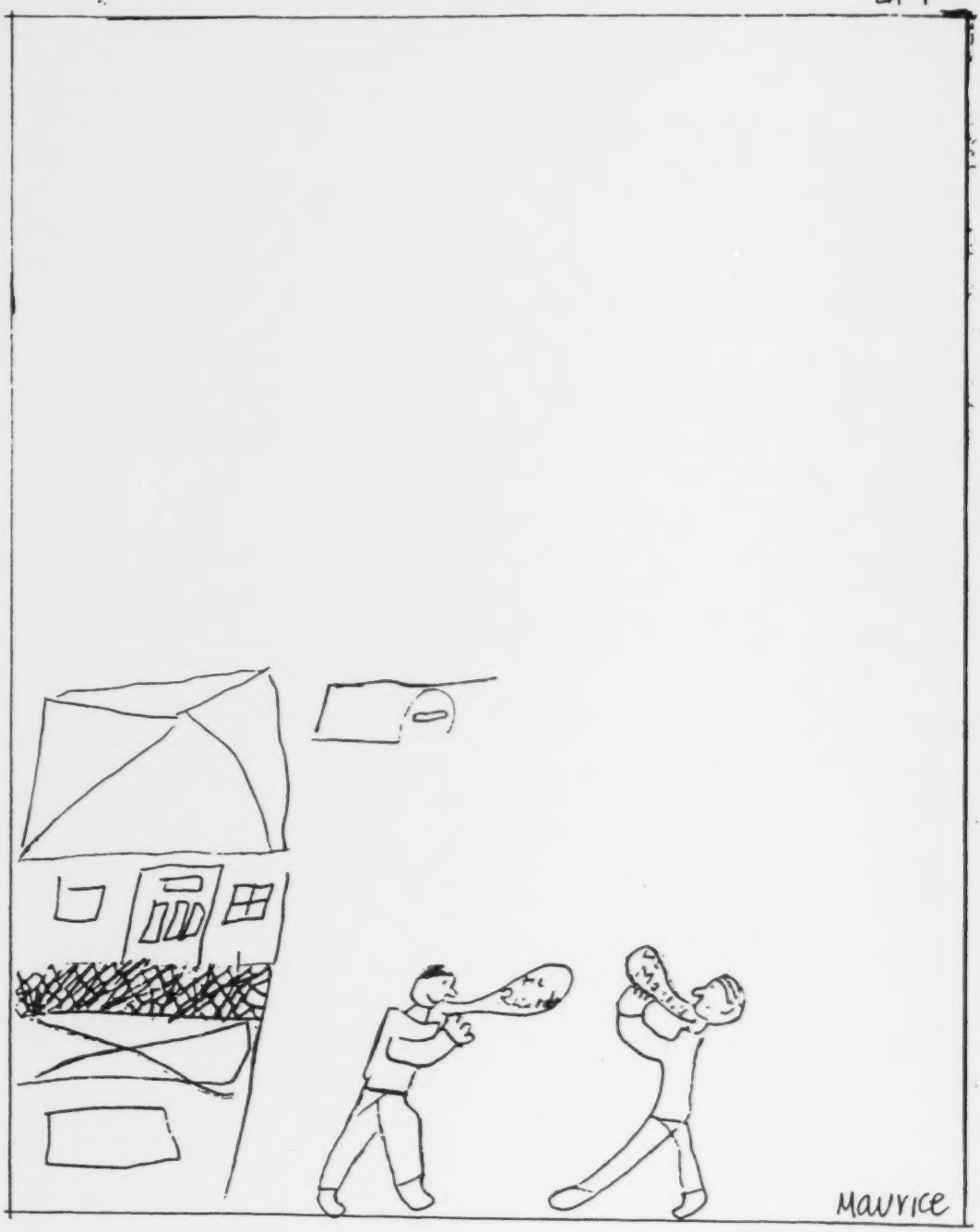
In the afternoon, my friend Ricardo was passing by.
I said Hi to Ricardo.
Then Ricardo said Hi to me.

MY BLOCK

I was just passing by to go to the grocery. Ricardo said hi to me and I said hi to Ricardo I said, "Do you want me to buy you something?" So he said yes. I bought him ice cream. when I bought ice cream for him, he said, "Like you bought me ice cream, I will invite you in my apartment building from 5:00 to 7:00."

BEST COPY AVAILABLE

#1



MY BLOCK

In the afternoon, my friend Ricardo was passing by.
I said Hi to Ricardo.
Then Ricardo said Hi to me.

Maurice

Grade 3
December, 1995

MY BLOCK

I was just passing by to go to the grocery. Ricardo said hi to me and I said hi to Ricardo. I said, "Do you want me to buy you something?" So he said yes. I bought him ice cream. when I bought ice cream for him, he said, "Like you bought me ice cream, I will invite you in my apartment building from 5:00 to 7:00."

Maurice
Grade 3
February 1, 1996

MY BLOCK

In the afternoon, my friend Ricardo was passing by.
I said Hi to Ricardo.
Then Ricardo said Hi to me.

Maurice
Grade 3
December, 1995

MY BLOCK

I was just walking to the grocery. My friend Ricardo was passing by me. I said Hi to Ricardo. He said it to me too.

Maurice
Grade 3
January, 1996

MY BLOCK

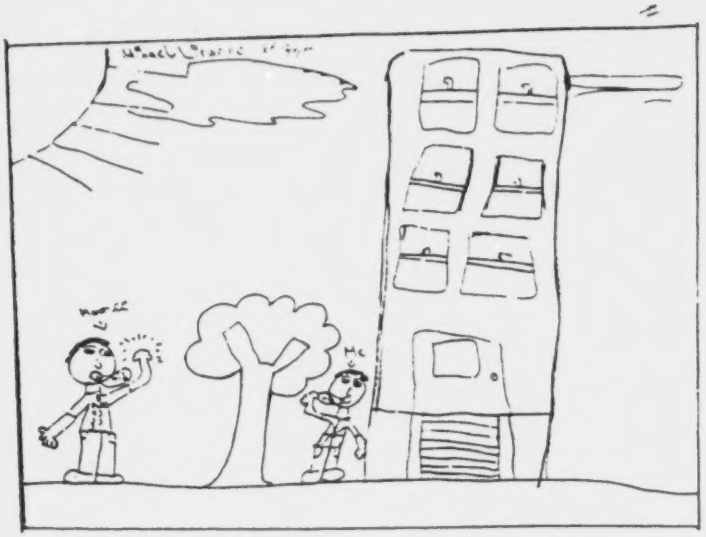
I was just passing by to go to the grocery. Ricardo said hi to me and I said hi to Ricardo. I said, "Do you want me to buy you something?" So he said yes. I bought him ice cream. when I bought ice cream for him, he said, "Like you bought me ice cream, I will invite you in my apartment building from 5:00 to 7:00."

Maurice
Grade 3
February 1, 1996

(Maurice)
I see people calling and I see a barn.
I see a sun and I see a boy.
I see a gate and a garden.

Richard
Author
December, 1995

MIKAEL



MY BLOCK

My block is always busy and so am I. I am busy doing house work like cleaning and doing the laundry. When I am done, I go outside and play with my friend Maurice and sometimes I go to the store and buy candy.

MY BLOCK

On my block it is sunny outside. Maurice is outside with me. The sun was shining very bright. All of a sudden the wind blew a tree branch off the tree and Maurice got hit by it. He was hurt. The ambulance came and picked him up. His mother was worried sick. His mother went to visit him every day. Maurice was O.K. after a couple of days in the hospital and came home.

Later, we celebrated and went to DISCOVERY ZONE. We ate pizza with pepperoni. We had a lot of fun in DISCOVERY ZONE. After we came home we went to Chunky Cheeses. I stuffed my face with another pizza but this one was original. Maurice had another pizza too. We played games and won a lot of tickets and got a lot of toys.

BEST COPY AVAILABLE

#2

MY BLOCK

On my block it is sunny outside. Maurice is outside with me. The sun was shining very bright. All of a sudden the wind blew a tree branch off the tree and Maurice got hit by it. He was hurt. The ambulance came and picked him up. His mother was worried sick. His mother went to visit him every day. Maurice was O.K. after a couple of days in the hospital and came home.

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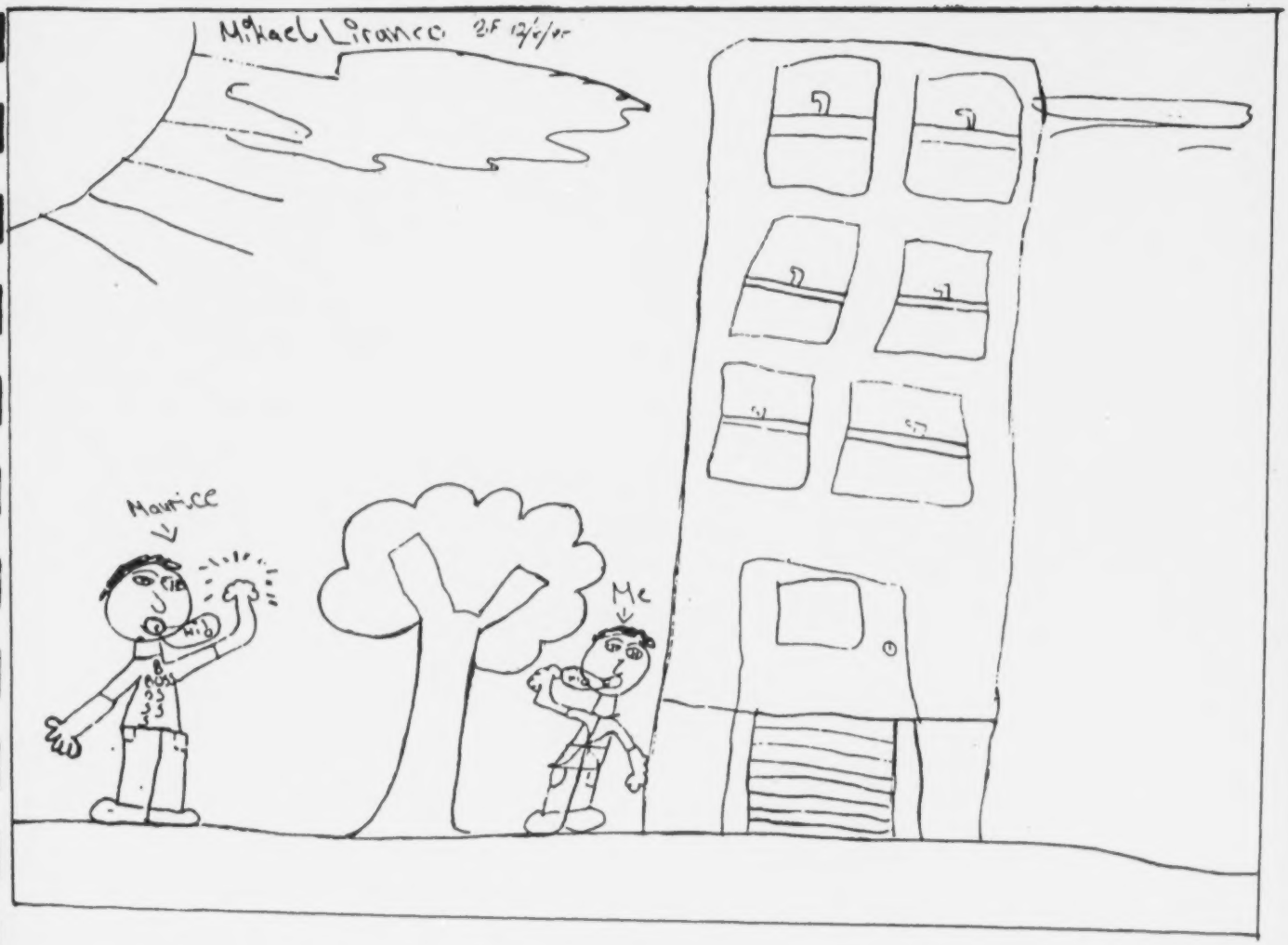
Mikael
Grade 3
February 2, 1996

#1



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Mikael

Grade 3
December, 1995

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Mikael
Grade 3
December, 1995

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Mikael
Grade 3
February 1, 1996

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Mikael
Grade 3
February 2, 1996

(Carisse)

MY BLOCK

In my block it is raining and the people have umbrellas open. Some people are traveling. Me and my mother are looking out the window. Some of the buildings have a satellite dish. All the people are very happy that it is raining. All of a sudden a streak of lightening struck a satellite dish. "Fire!" the people cried. The people were very scared. The firemen came! As soon as the fire was over, everything was O.K. This was a huge fire. It even came out on the news. People were really surprised, but as time went on people forgot all about the incident.

Mikael
Author
December, 1995

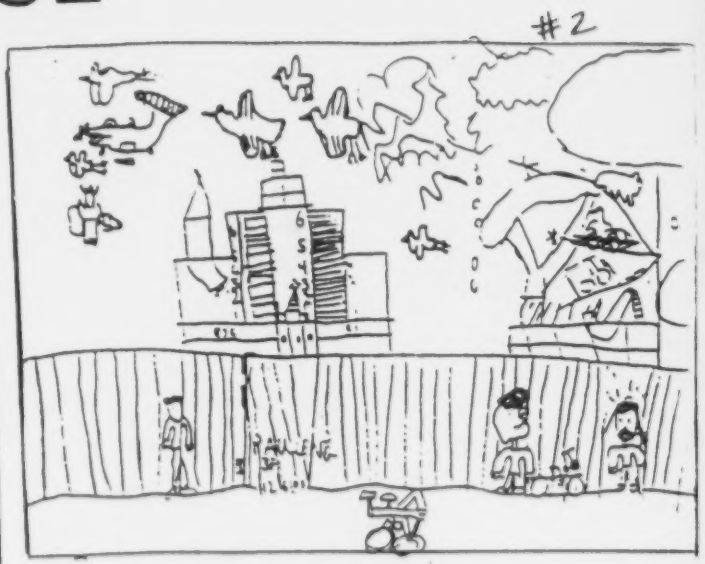
PAUL

#1

MY BLOCK

My sister is mad at me because she wants to play with my bicycle. And my apartment has a tree that has a squirrel. In the tree too, a bird is laying eggs.

#2



MY BLOCK

One day I was riding my bike and a car just rode in a puddle and the puddle just went on my shirt and pants. I almost hit a bird and I bumped into a wall. I almost fell down and I hit my leg. I went to my house and bumped into my sister for no reason. We got into a fight and I hit myself on the metal chair and my head was bleeding. I put a tissue on my head. It was about 4:00 o'clock. My mom came home at 9:00 o'clock. She asked, "What happened to you?" I told her all about what happened. I called my father who was in Puerto Rico to tell him about it.

#3

THE FUNERAL

It was 9:00 o'clock in the morning. My great grandmother said no to eating. I care about my great grandmother. And my sister was climbing in my bed. And I said, "don't fall down." The sun was coming up and the rain was stopping.

Everybody was planning to go to a funeral. I felt very sad for the man who was dead. He was like 96 years old when he died. If I saw him I would hug him.

BEST COPY AVAILABLE

#1

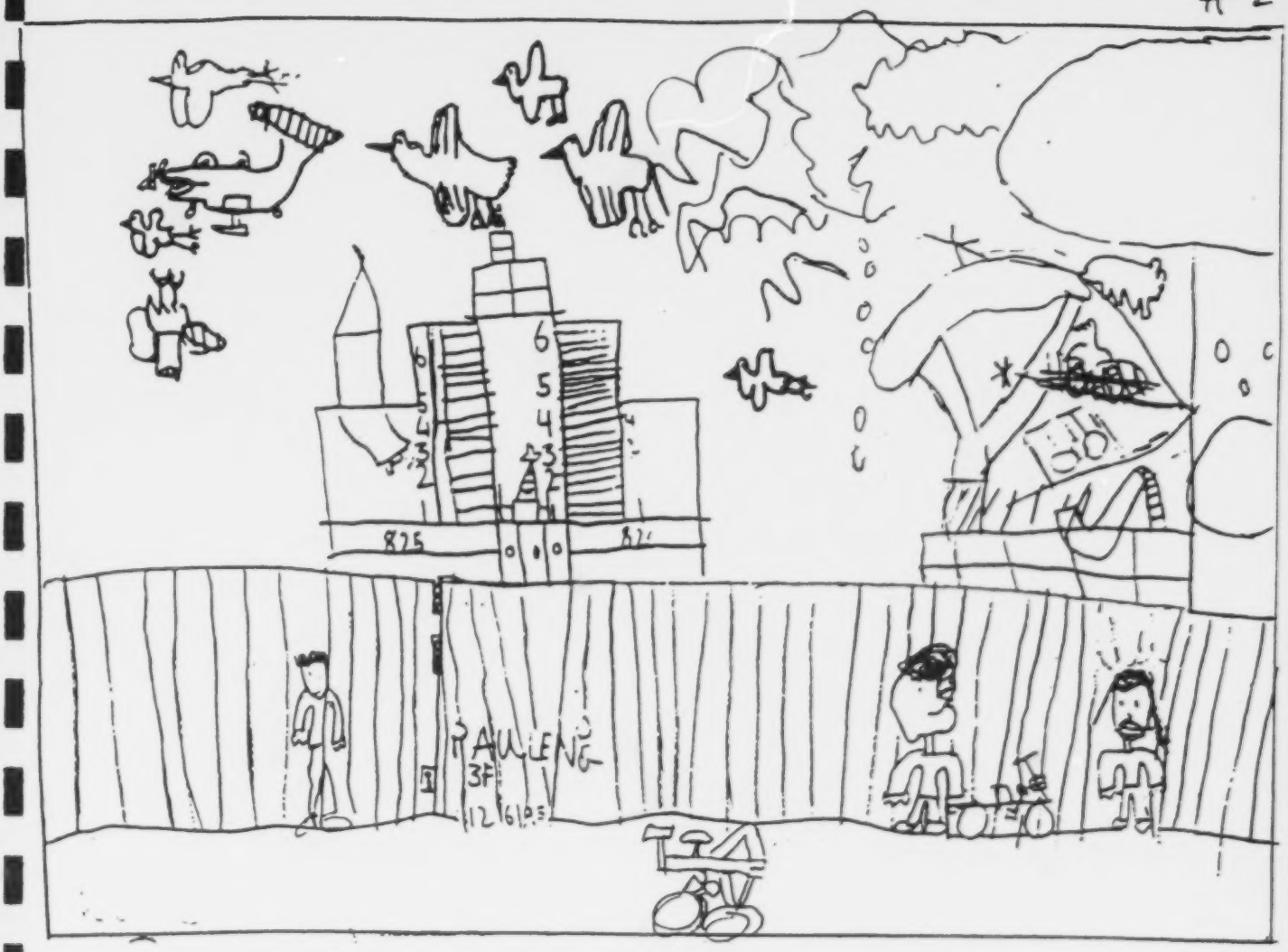
MY BLOCK

My sister is mad at me because she wants to play with my bicycle. And my apartment has a tree that has a squirrel. In the tree too, a bird is laying eggs.

Paul

Grade 3
December, 1995

#2



MY BLOCK

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Paul E.
Grade 3
February 1, 1996

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Everybody was planning to go to a funeral. I felt very sad for the man who was dead. He was like 96 years old when he died. If I saw him I would hug him.

Paul

Grade 3
February 7, 1996

MY BLOCK

My sister is mad at me because she wants to play with my bicycle. And my apartment has a tree that has a squirrel. In the tree too, a bird is laying eggs.

Paul E.
Grade 3
December, 1995

MY BLOCK

One day I was riding my bike and a car just rode in a puddle and the puddle just went on my shirt and pants. I almost hit a bird and I bumped into a wall. I almost fell down and I hit my leg. I went to my house and bumped into my sister for no reason. We got into a fight and I hit myself on the metal chair and my head was bleeding. I put a tissue on my head. It was about 4:00 o'clock. My mom came home at 9:00 o'clock. She asked, "What happened to you?" I told her all about what happened. I called my father who was in Puerto Rico to tell him about it.

Paul E.
Grade 3
February 1, 1996

MY BLOCK

One day I was riding my bike and a car just rode in a puddle and the puddle just went on my shirt and pants. I almost hit a bird and I bumped into a wall. I almost fell down and I hit my leg. I went to my house and bumped into my sister for no reason. We got into a fight and I hit myself on the metal chair and my head was bleeding. I put a tissue on my head. It was about 4:00 o'clock. My mom came home at 9:00 o'clock. She asked, "What happened to you?" I told her all about what happened. I called my father who was in Puerto Rico to tell him about it.

I was so hungary, my mom cooked rice and I gobbled it up. My great grand mother was sleeping. I yelled to my great grand mother do you want to eat?

Paul E.
Grade 3
February 2, 1996

THE FUNERAL

It was 9:00 O'clock in the morning. My great grandmother said no to eating. I care about my great grandmother. And my sister was climbing in my bed. And I said. "don't fall down." The sun was coming up and the rain was stopping.

Everybody was planning to go to a funeral. I felt very sad for the man who was dead. He was like 96 years old when he died. If I saw him I would hug him.

Paul

Grade 3
February 7, 1996

(Paul)

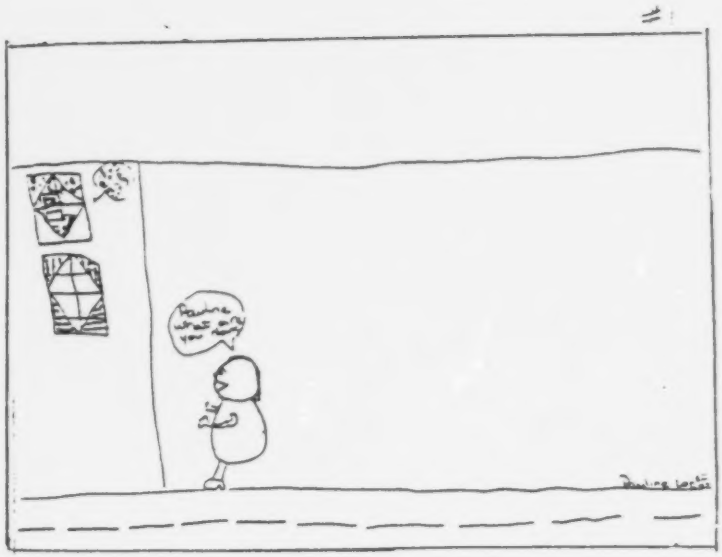
THE BLOCK

I see birds flying in the sky and birds in the trees.
I see some kid by a fence with a bike.

Lanise

Author
December, 1995

PAULINE



MY BLOCK

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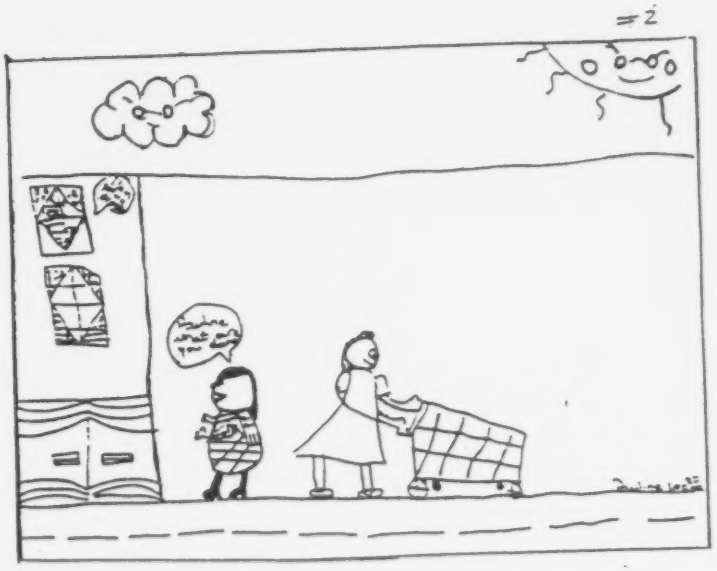
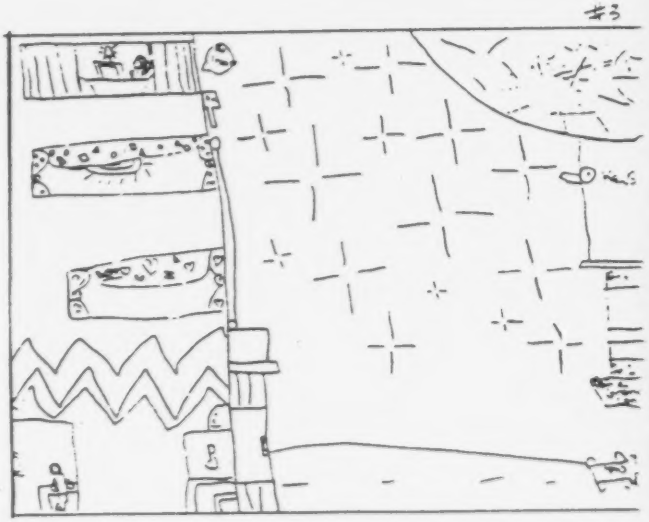


MY BLOCK

One day I was getting dressed. My mother went shopping. My friend was calling from the window and I went outside.



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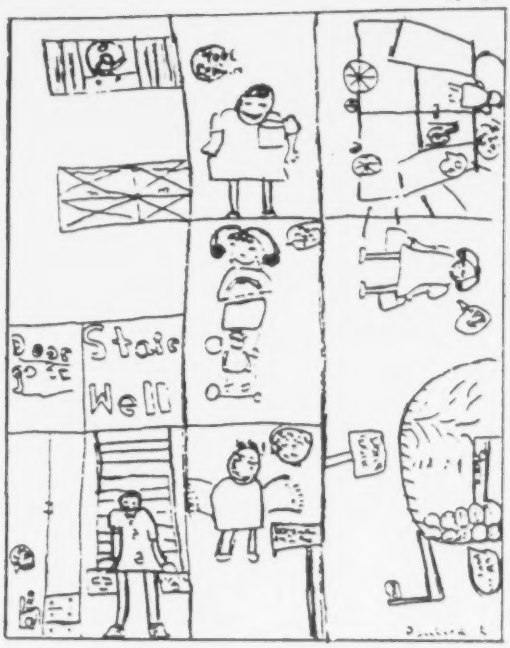
At about 12:00 O'clock, I saw my mother almost get hit by a car on my block. The car was going very fast. My mom was scared. I yelled, "Mom, run!" I felt very sad.

Later, I asked my mom, "Can you buy me a cake, next week is my birthday? And you don't have to buy it next weekend. " So she bought it for me.

BEST COPY AVAILABLE

PAULINE

#4

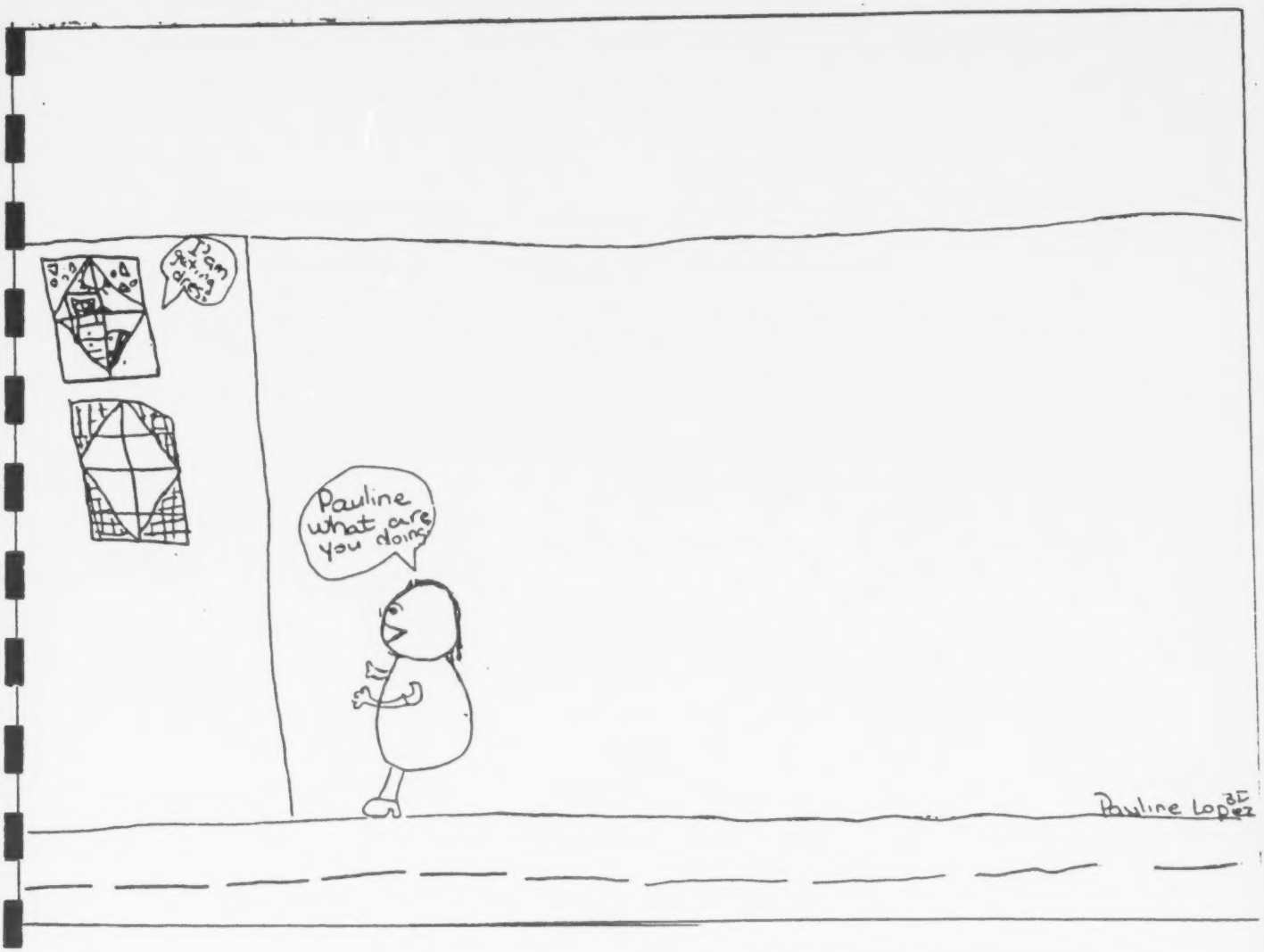


A NEAR ACCIDENT

One day my mother was going shopping. And when she was shopping, I was playing with my brother. Then this lady was saying that "Your mom is there." Then I saw her crossing the street. I saw that my mom was about to be hit by a car. I said to myself, "mom run." And she said, "Ahhh don't kill me." Then the people on the block said to me, we will pray for your mom. And at that moment I saw an angel. It said to my mom, "I won't let you be killed." Then I saw the lady driver's devil. It said, "let her be killed." The driver said "O.K." Then the car stopped. And I was so proud my mom was not killed by the lady.

BEST COPY AVAILABLE

#1



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Pauline

Grade 3
December, 1995

BEST COPY AVAILABLE

#2

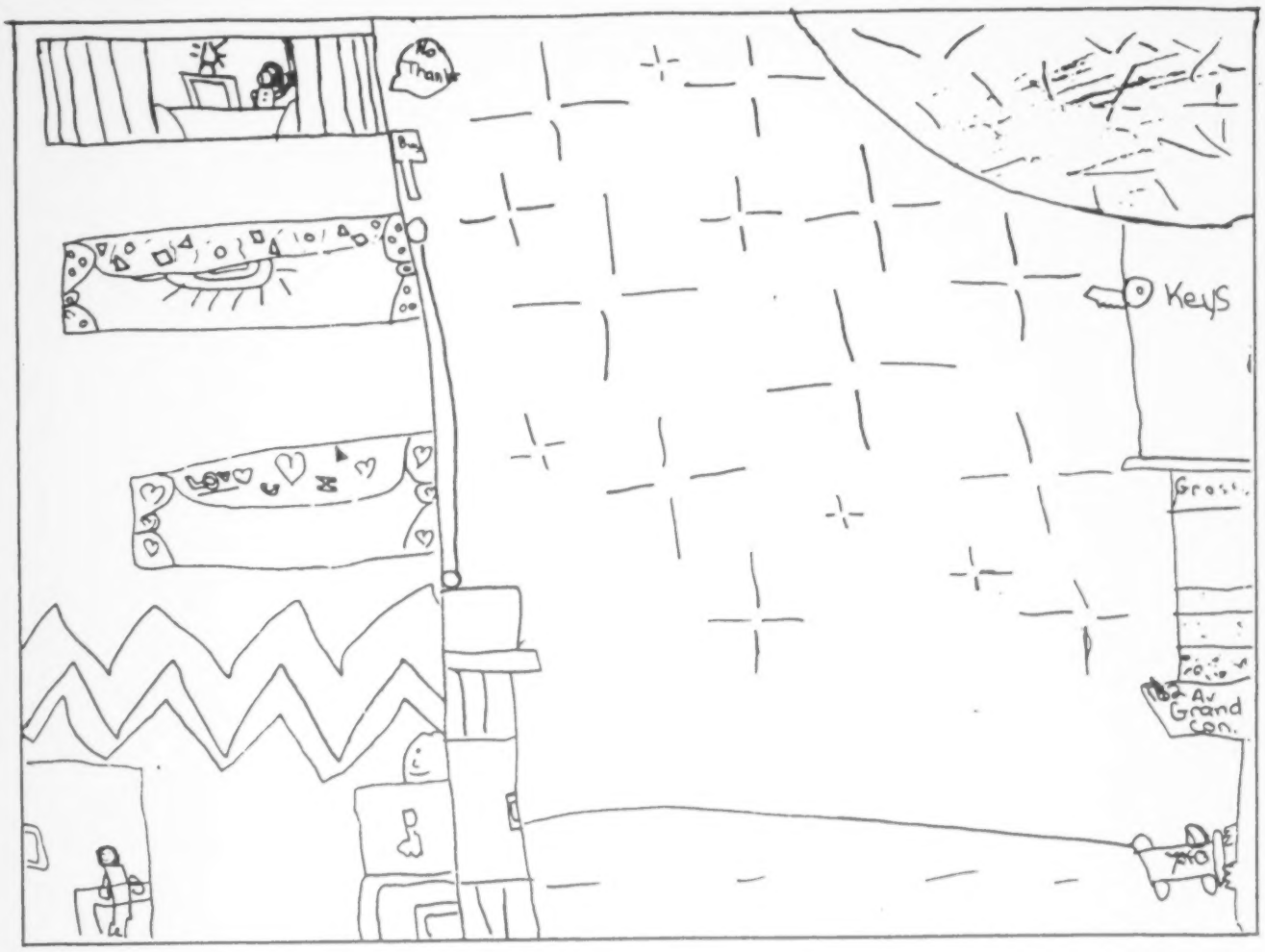
MY BLOCK

One day I was getting dressed. My mother went shopping. My friend was calling from the window and I went outside.

Pauline

Grade 3
January, 1996

#3



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Later, I asked my mom, "Can you buy me a cake, next week is my birthday? And you don't have to buy it next weekend. " So she bought it for me.

Pauline

Grade 3
February 7, 1996

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Pauline
Grade 3
February 8, 1996

MY BLOCK

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Pauline

Grade 3
December, 1995

MY BLOCK

One day I was getting dressed. My mother went shopping. My friend was calling from the window and I went outside.

Pauline

Grade 3
January, 1996

MY BLOCK

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Then my mother almost got hit by a car. And mom can you buy me a cake, next week is my birthday. And you don't have to buy it next weekend. So she bought it and I asked....

Pauline

Grade 3
February 1, 1996

MY BLOCK

One day I was getting dressed. My friend was calling me from the window while I was getting dressed. Then my mother asks me if I would like to go with her. "No thank you", I said, "I would like to play with my friend." So I went outside. We played hide-in-go-seek.

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Pauline

Grade 3
February 7, 1996

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Pauline

Grade 3
February 8, 1996

(Pauline)

I see Pauline and her friend and a street and Pauline's building.

Jazmyne

Author
December, 1995

(Madai)

One day Madai was playing with her friend. She saw people playing basketball and tennis.

Pauline

Author
December, 1995

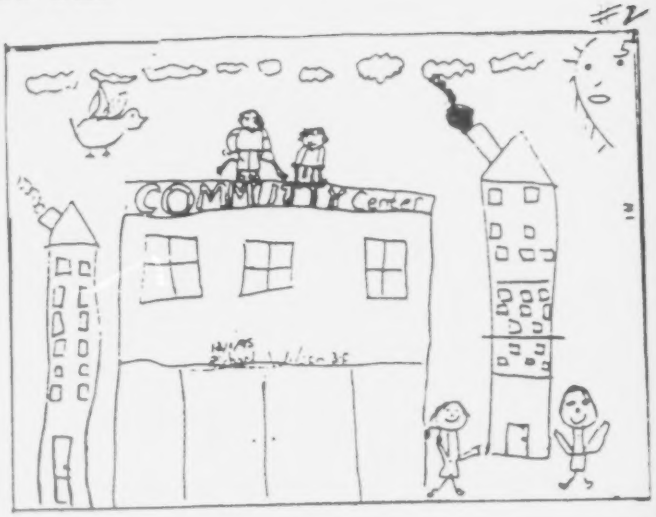
RICHARD

#1

MY SPECIAL BLOCK

I have a special block.
And my block is called Morris Avenue.
And, whenever I come out, I always go to this special block
Called the Community Center.

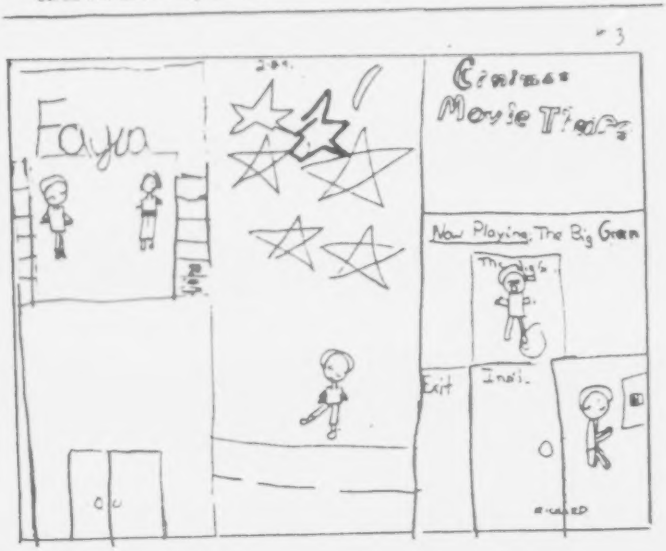
#2



MY BLOCK

Just last week, I went outside and saw my three friends Juan, Jane and Hector. I came up to help my other friend James. Then we went to play at the community center. Then we all went home and waited for the next day. The next day we did the same thing but we went swimming and went to the movies. We had a lot of fun. Then I finished helping James and he went home and so did I.

#3



MY BLOCK

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"I have to find my friends, I only got 15 minutes," I said to myself. I was very worried. I thought they were may be taken away, like kidnapped. So I checked everywhere. I checked at the diner, the other movie theater and I looked in the game room and I asked for them at the box office and then I talked to the usher who was near the stairs and near the game room. They were no where to be found. I was really scared.

Since I knew they liked shoes, I wondered if they were at the shoe store next to the theater. As soon as I entered the store, I saw my four friends looking at nice shoes. I asked, "Where have you been? I was so worried." They explained they were picking out shoes for James's sister's birthday party. Though I thought they shouldn't have left without telling me. I was happy to find them. After they paid for the shoes we went back to the theater and watched the movie "Big Green".

BEST COPY AVAILABLE

#1

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Called the Community Center.

Richard Wilson

Grade 3
December, 1995

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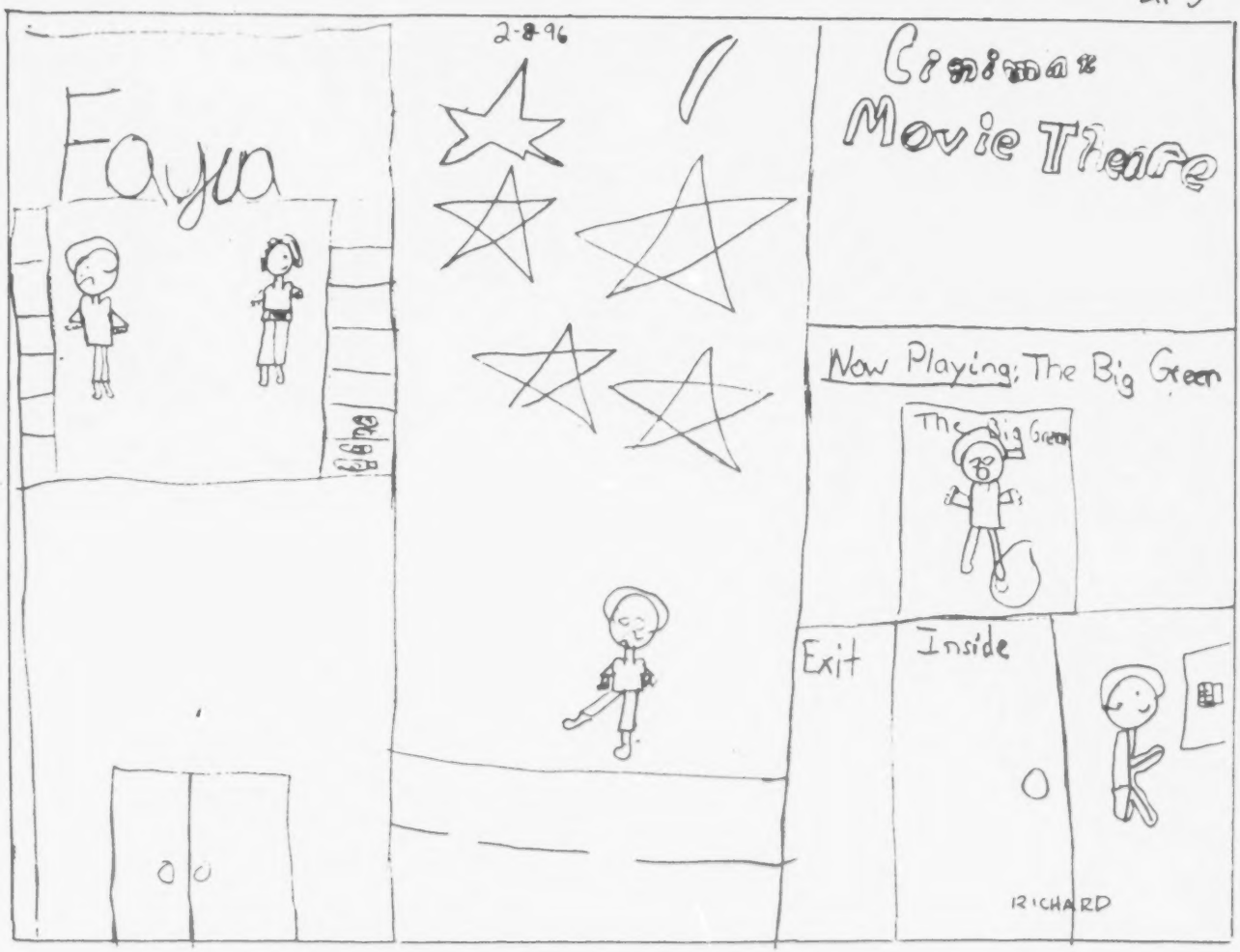
Richard

Grade 3
January, 1996

#3



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February, 1996

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Richard
Grade 3
February, 1996

(Maurice)
I see people calling and I see a barn.
I see a sun and I see a boy.
I see a gate and a garden.

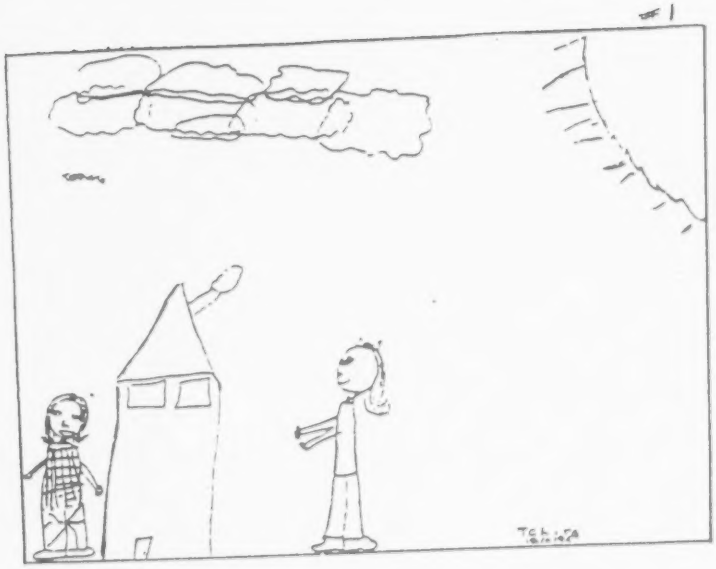
Richard
Author
December, 1995

(Richard)
My home is next to the community center.
My apartments have chimneys.
The people are cleaning the roof of the community center.
My neighborhood is lovely.
I see a bird flying.
I just have fun.

Madai
Author
December, 1995

TAHIRA

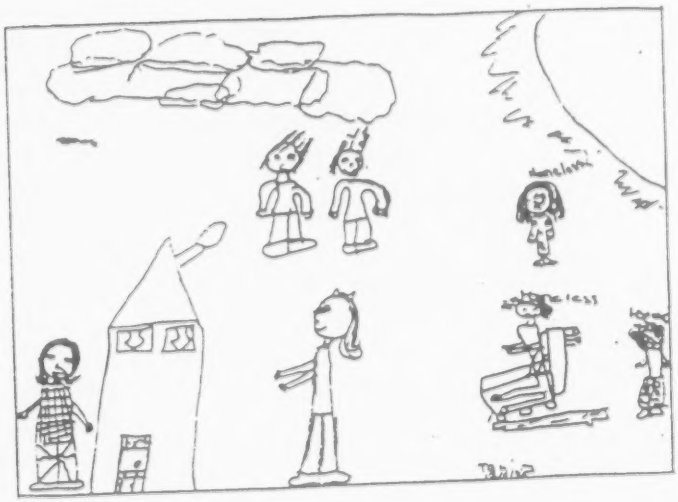
#1



MY BLOCK

I like my block even though there is a lot of trouble on the block.
There are a lot of buildings.
I like all the people on my block even the homeless people.
My block is a wonderful block.
I love my block.

#2



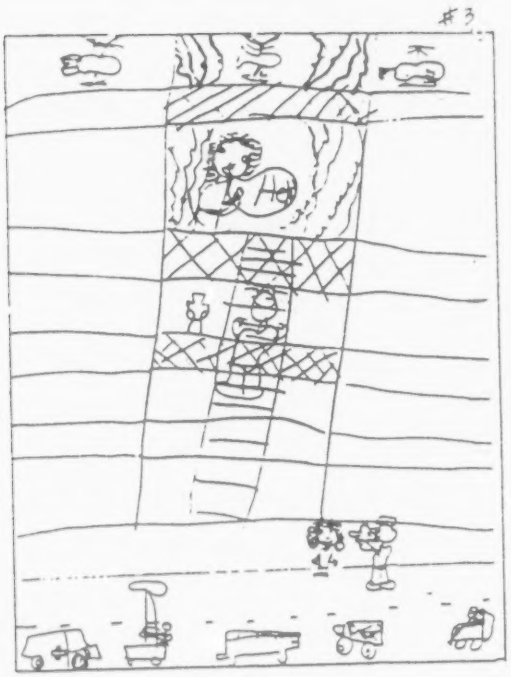
MY BLOCK

I love my block because sometimes it is quiet.
There has been many accidents.
There is homeless people
In the summer the homeless people meet friends and they play a game called dominoes outside
the store.

The people give them money.
The homeless people use the money to drink.
Some of them sleep in front of the store.
The people do not mention them because they do not like them because they smell.
My cousin says that I should feel sorry for them because if I was homeless
the same thing could happen to me.
I thank God and my parents that I am not homeless.

BEST COPY AVAILABLE

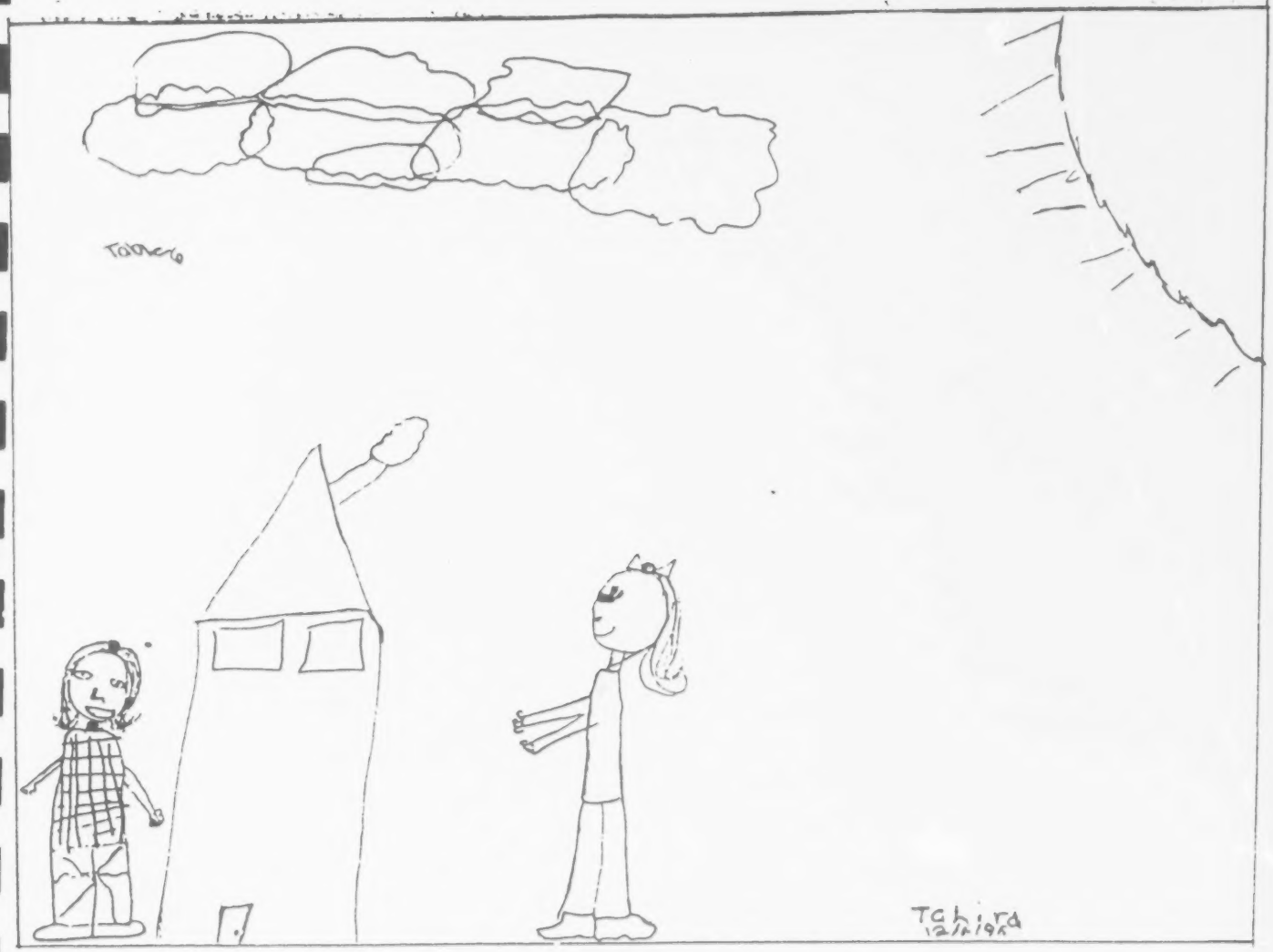
TAHIRA



THE FIRE

One day on the Grand Concourse there was a fire. One person died. It was a tremendous accident. Thank God I was not in the building.

#1



MY BLOCK

I like my block even though there is a lot of trouble on the block.
There are a lot of buildings.
I like all the people on my block even the homeless people.
My block is a wonderful block.
I love my block.

Tahira

Grade 3
December, 1995

#2

MY BLOCK

I love my block because sometimes it is quiet.
There has been many accidents.
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In the summer the homeless people meet friends and they play a game called dominoes outside the store.

The people give them money.
The homeless people use the money to drink.
Some of them sleep in front of the store.
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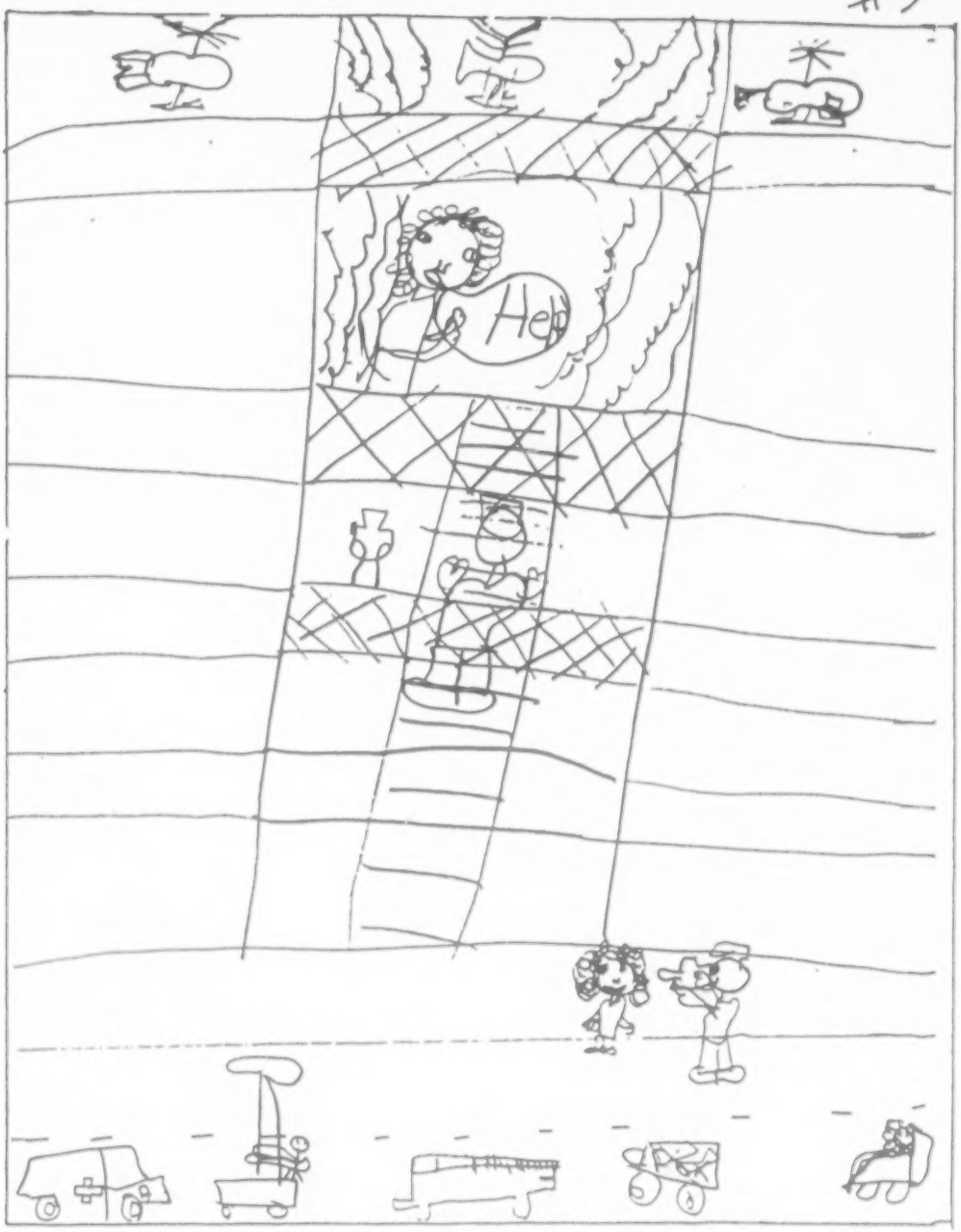
I thank God and my parents that I am not homeless.

Tahira
Grade 3
February 7, 1996

#3



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Tahira

Grade 3
February 7, 1996

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My block is a wonderful block.
I love my block.

Tahira

Grade 3
December, 1995

MY BLOCK

I love my block because sometimes it is quiet.
There has been many accidents.
There is homeless people.
I love my block.

My block is fun.
In the summer the homeless people meet friends and they play a game called dominoes outside the store.
There are not a lot of homeless people.

Well, there is only one homeless guy.
Some people know him.
I think he lives in my building.

Tahira

Grade 3
January, 1996

MY BLOCK

I love my block because sometimes it is quiet.
There has been many accidents.
There is homeless people.
I love my block.

My block is fun.
In the summer the homeless people meet friends and they play a game called dominoes outside the store.
There are not a lot of homeless people.

The people give them money.
The homeless people use the money to drink.
Some of them sleep in front of the store.
The people do not mention them because they do not like them because they stink.
They do not feel sorry because they do not take a bath.
My cousin says that I should feel sorry....

Tahira

Grade 3
February 2, 1996

MY BLOCK

I love my block because sometimes it is quiet.
There has been many accidents.
There is homeless people.
In the summer the homeless people meet friends and they play a game called dominoes outside the store.

The people give them money.
The homeless people use the money to drink.
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Tahira

Grade 3
February 7, 1996

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Tahira

Grade 3
February 7, 1996

Joan Davidson, Art Teacher, P.S. 31 Bronx

AN ANALYSIS OF THE SEQUENCE OF DRAWINGS AND WRITING CREATED BY THIRD GRADE STUDENTS OVER THREE MONTHS

A review of each of the series of drawing and writing in this document demonstrates the positive affect drawing has on writing and writing has on drawing. The pages on which each student's drawings and writing appear are indicated in parenthesis before each name.

(4-7) Anil's drawing had a positive affect on his writing and his writing stimulated him to expand his art work. He invented ways to tell his story visually as completely as he told his story in writing. He added words to describe the merchandise in the store, a fire escape, a street sign, a christmas tree with a star of David on the top, words and a face on his roof top figure. This figure then became the main character of his second story. The process of drawing in conjunction with writing encouraged Anil to think in new ways.

(8-14) Carisse's drawing had a positive affect on her writing and her writing helped her think more carefully about her drawing. Growth was apparent in terms of her increased perception about her environment, her understanding of how to use the whole paper to tell her story and her development of graphic and writing techniques to communicate ideas.

Carisse's work begins with what she remembers her block to be. In her first drawing she includes herself and her mom differentiated only by the fact that her mom is holding a shopping bag. Face, dress, size, body parts are all drawn the same. The bag her mom carries symbolizes she is going shopping. The dots for eyes and nose and up turned crescent line for a mouth symbolizes a face and shows no expression. All forms are reduced to their bare minimum to tell a story. More figures doing different activities, more rooftop satellite dishes and the introduction of antennas are included in Drawing #2. Carisse created her second drawing after reading the story another student wrote about her work, and discussing her writing and drawing in a small conference group with me. The questions posed to the group were (1) what else could be happening on the block? and (2) How could a story be developed from this (these) activities? Compared to Drawing #1, In Drawing #2 there are more figures and they each are doing something different, Three of the four figures are facing front and one is represented in a three quarter view. This shows concern about communicating a particular event graphically and is a departure from the usual "unthoughtful" front view of most of the people in the picture. Additional windows are added to the house and the lights are made clear by adding words naming their color. This shows interest and awareness of details. Drawing #2 and the recalling of a personal event inspired Carisse to create Drawing #3 which became the springboard for the accompanying long story. In Drawing #3 Carisse shows she has an interest in drawing her block more accurately. Instead of relying on her memory, she looked out her window and drew the block she saw across her street. The buildings now look quite realistic and her figures show more details in their body parts, eyes and accessories. Compared to her

earlier drawings, growth is evident. The bicycle is more complex compared to the simple shapes of the car and bus in Drawing #1 and #2. The bicycle rider and two skaters are larger. Each have different gestures and eyes with pupils that show that one of the skaters is relating to the bike rider. The head is in more proportion to the body than in earlier drawings, suggesting a clearer concept of the figure . As Carisse began writing, more details about learning to bike ride came to mind and she included them in her story. She was so proud of her writing and explained, " I knew I loved to do art work, but I never wrote such a long story".

(15-20) Dorothy's drawing shows the development of visual techniques to tell a story. She shows an increased differentiation of distance and space, and an increased awareness of how parts of a picture can communicate her ideas. Her series of art work demonstrates how Dorothy developed graphic ideas and techniques by reflecting on her own art work as well as the work of her partner. Her writing shows the influence of her art work and the writing of her classmates.

In Drawing #1 Dorothy shows little differentiation among her three figures or between the two buildings. She invents a symbol, a schema, for each "thing" she wants to show. The figures have the same position and face. Body parts (legs, arms and hands) and dresses are drawn using the same formula. Each building contains the same number of windows and each have identical curtains. Her sun includes a face having the same eyes and nose as the girls. The lips of the sun however, are drawn with an upper and lower lip unlike the upturned single line lips of the girls. The hairstyles of the girls show a slight differentiation. Two girls have pony tails emanating from the top of their head. One has a band around her hair close to the scalp. The third girl has a shoulder cut hair style with the ends curled up. Hands and anywhere from two to five fingers are indicated on the girls. Feet are indicated with ellipses, all on the left side of legswhich are drawn with single lines or in one case double lines. An antennae is included on one of the two buildings. The buildings and two of the girls stand on the base line. The girl jumping rope is above the line. There is some size differentiation between the girls and the buildings but a clear realization of size is not indicated as the girls are the same size as the door.

The second drawing, created after her last writing, is different only in the addition of a lightly drawn single line drawn on the inside of the dress which repeated the shape of the outside of the dress. This pattern is drawn on the dresses of two out of the three girls. She did not think of doing or want to do a new drawing.

Her writing accompanying Drawing #2 shows how Dorothy develops an idea through the process of reflecting on her writing drafts. Dorothy, on her reflection sheet said. " my art work gave me ideas for my writing but my writing did not give me ideas for my art work". This statement is substantiated by comparing Drawing #3 which was done after her final writing. The writing shows a lot of new ideas, but Drawing #3 shows the same activity as pictured in her first two drawings. However, many subtle changes in representing this activity are evident

in Drawing #3. These changes show the influence of her reflection on her own art work and on her partner's drawing. Students worked with a partner to examine their own drawings based on a reflection questionnaire. Changes include adding words in bubbles emanating from the mouth's of her figures. She also adds two small figures in each of two windows whose facial features resemble the less expressive faces of the girls in the earlier drawings. Dorothy uses her less expressive schema for her window people. She creates a new schema for her main figures who now have more expressive facial features which include almond shaped eyes with a pupil and eye lashes. The two talking figures have an almond shape mouth and the girl not talking has an upturned crescent line for a mouth. Unlike Drawing #1 and #2 the girl not talking has her facial features drawn off center suggesting she is listening to the girl talking. Dorothy invents a pattern made up of a double row of horizontal zig zag lines to suggest grass overlapping the building and the shoes. The girls and buildings still are firmly planted on the baseline. Two rows of clouds, echoing the two grass lines fill the sky and two clouds overlap the sides of the sun. In Drawing #1 and #2 clouds and overlapping are not evident. This last drawing has a more open feeling in that the sun comes away from the top edge of the picture leaving room for clouds to go above it and the awning structure which separated the girls from the sky (the world) has been removed. Unlike Drawing #1 and #2 in which the door is the same size as the girl, in the third drawing distance is represented by both doors being drawn smaller than the girls. Smaller figures are in the windows and some overlapping is evident. In the third drawing Dorothy shows her increased awareness of how to represent space and distance graphically.

(21-26) Janet's series of drawings and writing show how both modes of expression helped her expand her her thinking.

Drawing #1 shows a very quiet symbolic block. The big sun is radiating light, without a doubt, and suggests what Janet describes in her simple sentence, that it is a beautiful morning. Details are sparse. Space is flattened and one horizontal baseline suggests land. Janet expands her writing by beginning to tell about a fire that happened on her block. In Drawing #2 Janet's story leads her to add one other character in her picture, a fire surrounding the grocery story and a telephone in between the buildings. The single figure is still standing in an inactive position. After writing more details about what happened during the fire, Drawing #3 was created. Janet becomes involved with her story as evidenced by the added people, buildings that look more like buildings seen in the Bronx and her exciting new way of representing space. Her space schema was influenced by her desire to tell her story. The diagonal line of the hose suggests that it is a distance away from the burning grocery store. In this last drawing, Janet changes the simple flat space used in earlier drawings to a more complex space which includes a suggestion of a three dimensional space and three baselines to tell her more involved story rather than the one baseline used in her prior drawings.

(27-31) Jennifer's writing clearly helped her develop an image. The writing process helped her clarify her story and provided a strong motivation for her to invent a space and figure schema different from the one used in Drawing #1.

The writing in Drawing #1 tells about her living opposite the school. In discussion she remembers an event she observed from her window. She writes about this episode and then draws about it. As she becomes more involved in her story the positions of the people become more important as indicated by their size in relation to the building and their positions which become differentiated. In Drawing #2 the building and fence are more detailed. It is clear by the details included in the Police Emergency rescue car that this car made an impression upon her. Space representation in drawing #1 was very flat. In Drawing #2 it is still flat but the diagonal ladder and at least two horizontal base lines suggest more space in the picture. In Drawing #1 the park scene suggests an empty, desolate feeling in contrast to her last drawing in which the whole paper is energized by the content and method of representing her story.

(32-36) Lanise's drawing became more expressive as a result of the drawing in conjunction with writing which for Lanise included dictating her thoughts to me and my writing her words. Lanise was able to verbalize her story but had difficulty writing it. She happily wanted to read what she "wrote/said" to the class. The process stimulated her to expand her thinking and demonstrated to her how both her art work and written work could communicate her ideas. With this increased understanding and self confidence in her graphic and verbal ability, she was encouraged to invent a personal image to share her response to the world around her. Lanise explained on her reflection sheet, "When I draw it gives me ideas for writing".

Lanise used the same drawing for her first two written statements. However her first writing, a description of the picture, evolved into a full story for her second writing. Drawing #1 included two base lines one higher up on the page, both profile and front view stick figures, which by the shape or positioning of the arms and/or legs suggested what the figures were doing. For example, the figure playing basketball has a ball attached to his stick arm while the other figure on the basketball court is watching by the fact he has no arms. The girls playing double dutch are in profile and have the rope attached to their outstretched stick arms. On one of these girls, a stick leg is bent slightly. The girl jumping rope has outstretched arms indicated by a horizontal line which crosses her vertical stick body line. The rope overlaps her feet. The boy playing football has an overly large curved line to indicate he is throwing the ball. The girls are differentiated from the boys by triangular skirts and two long lines indicating hair. Only the football player has hands. They are indicated with small circles. All the figures have small ovals to indicate feet. All the profile faces have the same features, a dot for the eye and nose and a slightly upturned crescent line for the mouth. The front view face differs only in that it includes two dots for the eyes. The wall board behind the basketball net is butted against the

higher base line rather than overlapping it. It appears that Lanise was most connected with the football player because he has the most expressive movement and unlike the other boys who wear nothing, he is wearing shorts. Three buildings adjacent to each other all contain about the same size randomly shaped rectangular windows. One building contains poorly drawn crosses to indicate window frames compared to a carefully drawn fence which covers the lower part of the middle building.

In contrast, Drawing #3 is full of expressive details and the fire truck ladder clearly overlaps the tall building to help the fireman, who is fully dressed in pants a shirt and a hat, climb up to the screaming figure on an upper floor. Hands and feet of the fireman are indicated with small circles. Facial features are different on each of the figures who stand on terraces outside their apartment or yell from their window. The top windows are full of flames. A helicopter with a moving propeller, indicated by circular lines, hovers in the air, overlapping one of the apartment buildings. Again three buildings adjacent to each other appear, but this time each building has different things on its surface. A large fire truck, an ambulance complete with a red cross insignia, two stick people carrying a stick person on a stretcher and a stick figure pushing a baby carriage, fill the street level. You can just feel the excitement and sense of tragedy in this most expressive work. Lanise clearly has an interest in telling this story and is moved to invent ways to tell it graphically.

(37-42) **Madai** explains, "My writing did not help my picture, but my art work gave me ideas for writing". Clearly the writing, image making and reflection on both modes of expression, stimulated her to create increasingly expressive pictures. Her last drawing resulted in the writing of an action story.

Madai's early drawings shows she enjoys communicating through imagery. Her first drawing is a continuation of Drawing #1. Each drawing shows a lot of details and uses the whole paper to tell her story. The figures are dressed in different clothes and show different positions. Hands are indicated with five fingers and both legs and feet are indicated. One of the girls even wears socks with her shoes. Size is differentiated. A large tree is in front compared with a boy in the distance who is drawn higher on the page and smaller. The girl in front is drawn larger than the figures in the back but smaller than the tree. Madai has a symbol for windows, showing all the same curtains on the side and a star in the middle of the window. A profile face has a dot for an eye, a side view nose drawn as part of the contour of the face and a mouth with an upper and lower lip outlined. Space is represented in Drawing #1 by placing structures and people higher up on the page. The structures are all perpendicular to a baseline suggested by the lower edge of the paper. A diagnol line of the soccer ball court suggests Madai is experimenting with ways to represent a three dimensional space in contrast to her mostly two dimensional (flat) space format. In Drawing #2 she shows a mixture of plan and elevation. As a result of her becoming more involved in telling her story she adds a sun and a road with a

car seen from a top view to show that the car is going away from the viewer.

In Drawing #3 an excitement of something happening is created in the picture by having to "read" the picture vertically. You see two buildings in profile, one line of windows are drawn on the left edge of each of the buildings. One building is smaller and is drawn higher on the page. Different times are represented in the same picture, a before and after the event as well as two different emotional times, raining and problematic as compared with calm and fine. Lowenfeld describes this form of subjective space representation as "Space and Time Representation" referring to the inclusion in one drawing of different time sequences or of spatially distinct impressions. He explains that "the emotional involvement diminishes the child's consciousness of time to such an extent that he/she is not aware of representing different time phases in one drawing and is concerned only with the expression within one drawing of the most characteristic about the action." (appendix p.vi). The figures representing Madai and her brother are repeated. The first part shows the children on the lower left of the picture having just kicked the ball at the soccer field. The ball is drawn three times to show the path of movement and the middle ball has movement lines around it . The girl is saying via a bubble from her mouth, "Yes". A later time, shown higher up on the same side, shows a sad face on the girl, her mouth is drawn with a zig zag line down and a tear is on her cheek, her hand is on her mouth. She was the one who threw the ball that broke the window. The boy is laughing. In the bubble emanating from his mouth are the words "Ha Ha". The ball is now near a window that shows a broken pane of glass. Heads of people are looking angrily out of the window at the children below. Big raindrops and lightning are drawn on the left side of the picture. In contrast with all this activity, a cloud with the words "calm, fine" written on it is in the right side of the picture. Smiling faces are looking our of the window on the right side of the picture (the calm side). Drawing #3 shows Madai's increased fluidity in using visual techniques to tell her story.

(43-51) Madalyn's art work and writing shows the effect both modes of expression have on each other. Madalyn responded on her Reflection Questionnaire that her writing helped her with her art work by "giving her details to draw". On a later interview she explained, "If I write something, I know what the picture should be be about and what details to add." She also explained , "my art work gave me more ideas as to what the writing should be". Each drawing is filled with details, full figures having all their body parts and differentiated by their clothing and gestures. In the last drawing her spacial schema changes as a result of her responding to her written story. Her writing becomes fuller as the figures in her picture suggest ideas for situations in which they can become involved. On her Reflection Questionnaire she explains that "I never new I could put words together so good." Many of the details in her writing are a result of the details found in her art work.

AN ANALYSIS OF THE SEQUENCE OF DRAWINGS AND WRITING CREATED BY THIRD GRADE STUDENTS OVER THREE MONTHS

Madalyn's homework #2 shows flat space represented with two parallel baselines. Structures and people further away are higher up on the page. The higher baseline is drawn a little behind the car and is bordering on a horizontal line which suggests three dimensional space yet the people are standing on or very close to the baseline. In Drawing #1 and #3 three dimensional space begins to be represented by a slight diagnol line which represents a curb and a building line. In Drawing #3 the people are clearly in the middle of the road, no longer rooted on the baseline as they are in Drawing #1 and #2. This shows the next Lowenfeld developmental stage beyond the schema stage. The figures in Drawing #3 were added to the picture as the written story was being developed. Drawing #4 shows experimentation with different ways to suggest space such as the use of a mixture of plan and elevation. The bears on the rug are shown from a top view. The window and the cat are drawn as the child sees them who is standing in the middle of the page. This "folding over" is the process of creating a space concept by drawing objects perpendicular to the base line. It is used to express what is most characteristic about an object even when these objects appear upside down. Three dimensionality is shown by the diagonal lines of the dressers. Objects and figures are in front of the wall lines and stand on different spatial levels Drawing #4 was created in response to the final story and shows Madalyn's increased self confidence in using graphic techniques to communicate her ideas.

(52-55) **Maurice's** writing was expanded by his art work. He wrote on his "reflection" questionnaire, "if you add more details in your art work, you have more to write about."

Maurice developed Drawing #1 into his second drawing. Like his partner and friend, he uses bubbles emanating from the mouths of his figures which contain words and develops the buildings behind the figures. Unlike his partner he is very concerned about making the building look "real" To this end he worked slowly and carefully to represent in a very sophisticated way the variation of details and structures he remembered. The process invited him to develop his drawing skills.

(56-60) **Mikael's** imagery and writing was effected by the thinking he did in and for each form. His writing helped in the creation of his drawing and the process and product of image making was the basis for his expanded writing.

To create Drawing #2, Mikael added to his first drawing. His art work shows an inquiring spirit. According to Lowenfeld the degree to which a child tends to differentiate the schema -the extent that he is not satisfied with generalizations and wants to find more detailed characteristics is a clear expression of his inquiring mind (appendix p.v). Drawing #2 shows increased differentiation of subject matter, increased use of details and awareness of structures and "things" happening on his block.

AN ANALYSIS OF THE SEQUENCE OF DRAWINGS AND WRITING CREATED BY THIRD GRADE STUDENTS OVER THREE MONTHS

(61-66) **Paul's** writing helped him stop and think about how to connect his many sensations and observations with reality. Drawing gave him an opportunity to show what he was thinking.

Paul's multiple images suggested in Drawing #2 and in his writing series reveal his wonderful imagination. In his world all is possible. Birds turn into planes, and puddles take on a human personality and wet his shirt and pants, as stated in his writing, "the puddle just went on my shirt and pants". He describes a sad but comical series of disasters that happen to him. His final picture reveals a whole different space construction. Drawing #1 and #2 space was represented with one horizontal line dividing land and sky. InDrawing #3 we can see into the house (an x-ray picture) and all the figures in the picture are activated unlike the stiff figures drawn in his earlier drawings. In Drawing #3 Paul feels confident enough about his drawing ability to reveal a concern he had about a recent funeral. The last drawing was produced after he began writing about his great grandmother for Drawing #2. I asked him to do another picture telling a story just about her and it evolved into the funeral story. Paul's last drawing shows a freedom of expression that was not evident in Drawing #1.

(67-75) **Pauline's** drawing in conjunction with writing helped her give form to many wonderful ideas that seemed absent when she first began this process.

Pauline's series of drawing shows an amazing growth. Drawing #1 is sparse in terms details and figure development. Space is represented by the usual horizontal unemotionally charged single baseline. Drawing #3 represents a wonderful deviation from her original schema suggesting that she is becoming involved in what she is communicating. Drawing #4, her last drawing is so personal and imaginative. She uses a similar way of representing space as in Drawing #3 but each part of the picture is filled with its own precious event and dialogue. In Lowenfeld's terms she has used the method of "Space and Time Representation" to represent space in her drawing. This refers to the inclusion in one drawing of different time sequences or of spacially distinct impressions. This arises out of (1) the urge for communication-for telling a story and (2) the emotional involvement with the representation and in the act of drawing itself (appendix vi). Her sense of order, repetition of patterns and shapes, many special details give the picture an exciting, refreshing unity. My insistence that something had to be happening in her picture and writing, led to the last drawing. The drawing helped her focus on one situation in her writing. In contrast to the bland dialogue accompanying Drawing #1 and #3 and the simple sentences written to describe Drawing #2, Pauline creates a dialogue in her last writing that reveals her innermost fears about her mom nearly being hit by a car.

(76-81) **Richard's** series of art work and writing show how both the art making and writing process effect each other.

Richard varied his schema from Drawing #2 and #3. Drawing #2 included additions to

AN ANALYSIS OF THE SEQUENCE OF DRAWINGS AND WRITING CREATED BY THIRD GRADE STUDENTS OVER THREE MONTHS

Drawing #1, it was not a new work. In the first drawing all the figures are outside. Only two of these figures are fully clothed and both stand in the same position, with arms against their sides. Hairstyle and dress indicate gender. Facial features are indicated with two dots for eyes (the boys have two circles for eyes), a dot for the nose and an upturned crescent line for the mouth. The lower figures are stick figures, having a slight variation in the positioning of their upturned arms. Their faces are the same smiling faces as the rooftop figures and again the boy is indicated with circles for eyes. Richard shows an awareness of near and far in all three drawings. In the first two drawings, one of the buildings is higher up on the page. The larger building and the two stick figures stand on the baseline which is the bottom of the page.

In Drawing #3 we see a variation of his original schema in that he uses an x-ray drawing to communicate what is important to him. He has a need to tell his story and he invents a way to do so. We view Richard outside below the moon and stars and at the same time see the people in somewhat varied positions inside the stores. Even a seated profile figure is attempted. This last drawing, like his story, includes many more details than his first drawing.

The writing process and reflection on Drawings #1 and #2 was the stimulus for Richard's interest in creating a drawing for his third story. Richard explains on his reflection questionnaire," at first I drew my picture then I thought of a story to go with it". For the last picture , he explains, "I wrote first and that gave me the idea for my art work".

(82-89) Tahira's art work and writing shows her concern for social issues. The series of drawing and writing shows how writing helped Tahira clarify her thinking so she was able to give her ideas visual form.

In Drawing #1 homeless people are not evident, but they are mentioned in her writing. When asked where they were in the picture, Tahira included them in Drawing #2. This led to a discussion about the homeless people and an examination of why she was bothered by them and why she thought they were homeless. Her writing reflected her thinking about these questions. It is interesting to note that Tahira and her friend are closely related to the earth, the baseline, while the homeless people are not near them and are not rooted on land. This clearly reflects Tahira's response to them. The last drawing shows that Tahira was confident enough in her drawing ability to document an enormous fire that happened on her block the night before. Her last drawing shows much more fluidness and personal response to her world than her earlier drawings.

AN INTERVIEW WITH CARISSE

1. WHAT CHANGES DO YOU NOTICE FROM DRAWING #I TO DRAWING #3?
-The bus wasn't in drawing #1
-Only 2 people in drawing #1, there are 6 people in drawing #3

2. WHY DID YOU ADD THE PEOPLE?
- I wanted more characters to be in it, four characters were not enough.

3. WHY NOT ENOUGH?
-Only four people, I wanted a higher number.

4. WHAT DOES A HIGHER NUMBER SHOW?
-More characters show action and what they are doing. As I worked I got more ideas about what was happening and what people were doing.

5. HOW DID YOU COME TO DO DRAWING #3?
-Since I thought about my friends, I wanted to add in my friends and me. Drawing #3 came about because Richard's neighbor gave us mail and that made me think about Richard and Jessica. So I decided to do a picture.

6. IN WHAT WAY DID DRAWING #1 AND DRAWING #2 MAKE YOU THINK ABOUT DRAWING #3?
-The bus in Drawing #2 and Richard's neighbor giving us the mail.

7. WHY DID YOU DECIDE TO WORK FROM OBSERVATION IN DRAWING #3?
-I wasn't doing my best in Drawing #1 and #2, and I decided to do my best. My mother showed me from the window that if across the street looks like that, then my block looks like that. So I decided to draw it as I looked at it.

8. WHAT IS THE DIFFERENCE IN THE DRAWING OF FIGURES COMPARING DRAWING #1 WITH DRAWING #3?
-In #1, my mother is shopping as indicated by the handbag and I am playing outside,
-In #3 Two friends, Richard and Jessica are in the picture and I am behind them.

9. WHICH DRAWING SHOWED MORE OF YOUR THINKING?
I was thinking more in Drawing #3.

10. GIVE EVIDENCE IN THE DRAWING THAT SHOWS WHAT YOU WERE THINKING ABOUT.

-The buildings and the people. The whole block is connected, there are more details and more people doing different things.

11. WHICH IS YOUR BEST PICTURE?

I think Drawing #3.

12. WHY?

It shows more detail and more action. I did my best in that drawing.

13. WHICH DO YOU THINK IS YOUR BEST WRITING?

The last writing. I wrote a lot and I like writing a lot.

14. DO YOU THINK YOUR ART WORK HELPED WITH YOUR WRITING?

Drawing tells a story. When I drew, it made me think about something that happened in 1994. Sometimes I don't like to write a lot - I love to draw. It's my life. I was surprised at my writing. I never wrote something this long before .For me, writing didn't help my drawing but drawing helped my writing.

AN INTERVIEW WITH MADALYN

1. DID DOING ART WORK HELP YOUR WRITING? IF YES, HOW?
-Yes. The art work gave me more ideas as to what the writing should be.
2. DID WRITING HELP YOU WITH YOUR ART WORK? IF YES, HOW?
-Yes. If you write something you know what the picture should be be about and you know what details to add.
3. WHAT WAY DO YOU FEEL MORE COMFORTABLE, WRITING FIRST OR DOING YOUR ART WORK FIRST?
-I can work in both ways.
4. DO YOU THINK YOUR ART WORK IMPROVED OVER THIS YEAR? IF SO HOW?
-Yes. I am better in filling in the spaces. I am more into imagination rather than doing it regularly.
5. DO YOU THINK YOUR WRITING HAS IMPROVED? IF SO, HOW?
-No. I always exaggerated and used my imagination. I write at home. I write about animals talking.
6. DID VIEWING REPRODUCTIONS OF ARTISTS WORK HELP YOU WITH YOUR ART WORK?
-Yes. Once you look at it, you see how to set the people. It gave me new ideas.
- It helps me think of different topics, different gestures. It helps me feel free to think in different ways.
-It helps me realize how a work can be valuable.
7. DID WRITING ABOUT YOUR NEIGHBORS ART WORK HELP YOU WITH YOUR ART WORK? IF SO, HOW?
Yes, because it gave me new ideas.
8. HOW DOES REFLECTION ABOUT YOUR ART WORK HELP YOU?
-It helps me realize how your work can help you when you are doing more work. For example, you can get ideas from your own work.
9. DOES THIS CONVERSATION GIVE YOU IDEAS FOR YOUR ART WORK OR YOUR WRITING?
-Yes. You don't always have to do the same thing.

The following questions were answered by a student only after reviewing the series of drawings and writings created by their partner. In a few instances, students responded to their own work. The names in parenthesis indicate the partner who answered the questions.

1.WHAT SIMILARITIES/DIFFERENCES DO YOU SEE IN THE WORK OVER TIME?

ANIL (PAULINE): Similarities: Deli; satellite dish; cleaning windows
Differences: Street sign; Christmas tree

DOROTHY (JANET): Similarities: Key Store
Differences: Street sign; building sign; store sign

LANISE (MADAI): One is calm. The other is fire.

MADALYN: Some work is about people around my block, or the setting of my building. And some work is about adventures I had with my friends.

MADAI (LANISE): At first she had erased it.

MAURICE (MIKAEL): The similarities are the buildings, the people, and the words. The differences are that their are more buildings, there is a cloud and there are more fences.

MIKAEL (MAURICE): The similarities I see is the building and the people and the sky. the difference I see is the dog house, a mural, the tree, the grocery.

PAUL (CARISSE): A lot of birds, there are two bicycles, one boy, airplane, one cloud.

PAULINE (ANIL): Similarities: Key Store; building. Differences: Street sign; building sign, store sign.

RICHARD: They were friends and they had four people on each picture and on my first two pictures is daytime and the last one was at night time.

2. WHAT HELPED YOU GET NEW IDEAS?

ANIL (PAULINE): My real block; Valentines day; Christmas sun

DOROTHY (JANET): Books and real things that happened in our block

JANET (DOROTHY): Book's real things that happened in our block.

LANISE (MADAI): The way she feels.

MADALYN: As writing along other ideas appeared. Or I think of many ideas first and I put my idea together and expand them.

MADAI (LANISE): At first she thinks about it.

MAURICE (MIKAEL): Adding more details.

MIKAEL (MAURICE): It helped me get new ideas by thinking of my real block and adding some more.

PAUL (CARISSE): The drawing helped him get new ideas.

PAULINE (ANIL): My block

RICHARD: When I read the story I write, it gave me an idea for what I am going to draw for a story.

TAHIRA: The street.

3. WHAT PROBLEMS DID YOU HAVE? WHAT SOLUTIONS DID YOU FIND?

ANIL (PAULINE): Problems: Where to put stuff.
Solutions: Putting where they belong.

DOROTHY (JANET): I had to go to my mother because we were going some place. My solution was that I had to tell them and I did.

JANET (DOROTHY): I had a problem that had to do it again.

LANISE (MADAI): Yes

MADALYN: Remembering the thing or friend I had. And my solution was exaggerated.

MADAI (LANISE): Her problems are that she had another idea. Her solutions are that she continued it.

MAURICE (MIKAEL): No problems, no solutions.

MIKAEL (MAURICE): The problems I had is that I was hit in the head with the branch.

PAUL (CARISSE): Problem: he bumped into everything.
Solution: he told his mom all about it.

PAULINE (ANIL): My mother almost got hit by a car. I called her name and she ran.

RICHARD: No problems, no solutions.

4. WHAT DID YOU LEARN THAT YOU DIDN'T KNOW BEFORE?

ANIL (PAULINE): That I can draw so well.

DOROTHY (JANET): I learned that you could always help people by cheering them out.

JANET (DOROTHY): How to draw the background.

LANISE (MADAI): How to draw the background and the ground.

MADALYN: Nothing.

MADAI (LANISE): She learns from her mistakes.

MAURICE (MIKAEL): That anything could happen to anybody.

MIKAEL (MAURICE): I learned that when somebody gets hurt we celebrate when they are cured.

PAUL (CARISSE): He learned to try to be more careful.

PAULINE (ANIL): Don't walk slow when you are crossing the street.

RICHARD: That there are a lot of details to show in a picture.

5. WHAT DO YOU STILL NEED TO FIND OUT ABOUT?

ANIL (PAULINE): What is that thing in #2 and #1 on the right in the building above the fence.

DOROTHY (JANET): I still have nothing to find out now.

JANET (DOROTHY): Nothing

LANISE (MADAI): Nothing.

MADALYN: If we made popcorn in the story MY BLOCK or hot dogs.

MADAI (LANISE): Nothing.

MAURICE (MIKAEL): Nothing.

MIKAEL (MAURICE): Nothing.

PAUL (CARISSE): He wants to find out if the birds were really laying eggs.

PAULINE (ANIL): My friends life

RICHARD: Nothing.

6.WHAT DID YOU LEARN ABOUT A CLASSMATE?

ANIL (PAULINE): Nothing really.

DOROTHY (JANET): I leaned that people are special

JANET (DOROTHY): Background of a picture because she showed me how to.

LANISE (MADAI):She made a stick figure because she got sick of making all that body.

MADALYN: Nothing

MADAI (LANISE): She made a mistake in making her sister look like she a bag over her head.

MAURICE (MIKAEL): Nothing.

MIKAEL (MAURICE): Nothing.

PAUL (CARISSE):He's/ she's is gentle.

PAULINE (ANIL): Dorothy and Janet class 3F

RICHARD: That they have good writing.

7. HOW DO YOU THINK YOUR WORK HELPED A CLASSMATE?

ANIL (PAULINE): By drawing

DOROTHY (JANET): I think my work helped my classmates because I put lessons..

JANET (DOROTHY): No

LANISE (MADAI): No

MADALYN: Nothing

MAURICE (MIKAEL): By adding more details.

MIKAEL (MAURICE): My classmate talked about it.

PAUL (CARISSE): Don't know.

RICHARD: By showing people how to draw.

8. WHICH DRAWING SHOWED MORE OF YOUR THINKING? GIVE EVIDENCE FROM THE ART WORK.

ANIL (PAULINE): #2 (last drawing). On the Deli sign they have what they sell; the fire escape.

JANET (DOROTHY): #3 (last drawing) is the one.

LANISE (MADAI): #3 (last dawing)

MADALYN: #2 (out of 4) Because I added more work. So it looks like my real block.

MADAI (LANISE): Her clues are the clouds.

MAURICE (MIKAEL): #2 (last drawing) because there are more buildings.

MIKAEL (MAURICE): The last picture shows more because it has a dog house, a tree with more branches, a grocery and a mural.

PAUL (CARISSE): #2 (out of 3)

RICHARD: #3 (last drawing)

TAHIRA: #2 My block about homeless people. (#2 out of 3)

9. WHICH IS YOUR BEST PICTURE? WHY?

ANIL (PAULINE): #2 (last picture) because it has more detail

DOROTHY (JANET): #2 (last picture) because I like it.

JANET (DOROTHY): #3 because I have more things

LANISE (MADAI):#3 because she expressed it more.

MADALYN: The picture of my block with Ceci. (#3 of 4) Because it really looks real.

MADAI (LANISE): #2 (out of 3)

MAURICE (MIKAEL): #2 because it has more details.

MIKAEL (MAURICE): The last picture because it has more drawing.

PAULINE (ANIL): #4 (last picture) because Ms. Davidson (my art teacher) likes it.

RICHARD: #3 because it shows more details that the others. For example: it has more than one building, shows pictures on the buildings and there is a shoe store next to the movie theaters and other don't. More action in the figures.

TAHIRA: #3 (last drawing)

10. WHICH IS YOUR BEST WRITING? WHY?

ANIL (PAULINE): My Block (first writing) because it explains the drawing.
DOROTHY (JANET): #2 because it has interesting stories.
JANET (DOROTHY): #3 because it has more writing than #1 and #2
LANISE (MADAI): #2 (of three) because she expressed what she saw.
MADALYN: Last story. My block story with Ceci. Because it is the first fun story I wrote.
MADAI (LANISE): #3 (last writing)
MAURICE (MIKAEL): #2 Because it has more writing.
MIKAEL (MAURICE): The last writing was the best it has more words.
PAULINE (ANIL): #4 (last writing) because it is interesting.
RICHARD: #3 (last writing) It tells the problem in it unlike the other ones.
TAHIRA: #2 MY BLOCK

11. DO YOU THINK YOUR ART WORK HELPED WITH YOUR WRITING? HOW?

ANIL (PAULINE): #2 (Last writing) because it tells about the person on the roof
DOROTHY (JANET): Yes, because it helps me get new ideas.
JANET (DOROTHY): Yes, because I look at the picture and it gives me ideas.
LANISE (MADAI): Yes, in the way she drew her feelings inside.
MADALYN: Yes. By looking at each detail makes a story.
MADAI (LANISE): Yes
MAURICE (MIKAEL): Yes, because if you add more details you have more to write about.
MIKAEL (MAURICE): Yes, the art work helped me writing in the thinking way.
PAULINE (ANIL): Yes, because my mother almost got hit by a car.
RICHARD: Yes. Once I drew a picture I tried to think of a story to go with it.

12. DO YOU THINK YOUR WRITING HELPED WITH YOUR ART WORK? HOW?

ANIL (PAULINE): It explains the art work.
DOROTHY (JANET): No
JANET (DOROTHY): No
LANISE (MADAI): Yes, because she loves it and likes how she writes it.
MADALYN: Yes. By making a story you can get an idea. It comes natural.
MADAI (LANISE): No.
MAURICE (MIKAEL): No.
MIKAEL (MAURICE): Yes, in the thinking way too.
PAULINE (ANIL): Yes, because it is from my block.
RICHARD: Yes. In the last picture, I did the writing first and that gave me an idea for my art work.

REFLECTION QUESTIONNAIRE B - STUDENT RESPONSE SUMMARY

The following questions were answered by the student artists only after reviewing all the drawings and their writings. Names in parenthesis indicate a partner. Some students chose to work individually.

Note: Madalyn brought her reflection sheet home because she was sick the day I worked with the group of students. After her Mom reviewed it and questioned her "nothing" responses, Madalyn began telling her all that she learned. Her Mom shared the experience with me because she didn't want me to think that Madalyn had learned nothing. She also brought my attention to the fact that unless the teacher reviews the questions with the students before they answer them, students may not know what is meant by the question. I learned from her Mom in this experience and I was happy to have provided a vehicle for a conversation with the student and her parent. See my interview with Madalyn later in the term on page 101.

1. a. WHAT PROBLEMS DID YOU HAVE DOING YOUR ART WORK ?

Anil: Drawing the fence, the deli and the buildings.
Carisse: I had no problems.
Dorothy: That I did not know what to do for a picture.
Jennifer: My problems are writing and drawing sometimes with my spelling.
Lanise: #3 The Fire truck because I didn't know how big to draw it.
Madai: At first I did not have lots of details.
Madalyn: Thinking of ideas and putting my ideas in order.
Maurice: I had problems with my picture because I didn't finish.
Mikael: I had problems drawing one thing behind another thing.
Pauline (Janet): Drawing the building.

b. WHAT SOLUTIONS DID YOU FIND?

Anil: Drawing a big rectangle and windows for the buildings.
Carisse: Doing my best.
Dorothy: To think it over and over until I got the answer.
Jennifer: I solved my problems by asking my friend.
Madai: I just made a new picture.
Madalyn: Brainstorming.
Maurice: I found my solution by stating ideas.
Mikael: I didn't find any solutions.
Pauline (Janet): I just looked at the buildings on my block and drew them.

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REFLECTION QUESTIONNAIRE B - STUDENT RESPONSE SUMMARY

2. a. WHAT PROBLEMS DID YOU HAVE DOING YOUR WRITING ?

Anil: Writing a story about the man on the roof.

Carisse: Spelling.

Dorothy: My problem was that I didd not know if I was going to write about a friend or my cousin.

Jennifer: With my spelling.

Lanise: When I made the one about the fire.

Madai: At first I described my picture.

Madalyn: Making an ending.

Maurice: I had problems with my writing because I tak about what I was doing.

Mikael: I had problems making something interesting.

Pauline (Janet): None.

b. WHAT SOLUTIONS DID YOU FIND?

Anil: Just to write.

Carisse: None

Jennifer: By asking my teacher.

Madai: Since I drew another picture I got another story.

Madalyn: Making funny endings or a mystery ending. Since Ceci didn't find her cat, it is a mystery ending.

Mikael: I didn't find any solutions.

3. WHAT DID YOU LEARN ABOUT MAKING PICTURES YOU DIDN'T KNOW BEFORE?

Anil:I made it about my block.

Carisse: None

Dorothy: That you can think over before drawing.

Jennifer: How to make a car, how to draw a girl

Madai: That you can learn from your mistakes.

Madalyn: Nothing. I actually learned now ending that I never new I could put words together so good.

Maurice: Nothing.

Mikael: Nothing

Pauline (Janet): I learned I could draw a building, people in motion and a car.

4. WHAT DID YOU LEARN ABOUT WRITING YOU DIDN'T KNOW BEFORE?

Anil: To use up all the space on the paper.

Carisse: None.

Dorothy: You can write about what you know and what you learn.

Jennifer: How to spell.

Madai: It is not quite easy.

Madalyn: Nothing.

Mikael: Nothing.

Pauline (Janet): About the girl who was looking out the window. I learned that I could use my picture to give me ideas about writing.

5. WHAT ELSE WOULD YOU STILL LIKE TO LEARN ABOUT MAKING PICTURES?

Anil: How to draw very neat.

Carisse: None

Dorothy: Nothing

Jennifer: How to make a big house.

Madai: I would like to learn how to *draw* different faces of people.

Madalyn: Nothing.

Mikael: How to make vibration.

Pauline (Janet): How to draw a background in the sky.

6. WHAT ELSE WOULD YOU STILL LIKE TO LEARN ABOUT WRITING STORIES?

Anil: To write better stories.

Carisse: None

Dorothy: What type of character you should write about.

Jennifer: How to write a good story.

Madai: How to write long stories.

Madalyn: Are my stories interesting.

Mikael: Nothing.

7. WHAT DID YOU LEARN ABOUT A CLASSMATE?

Anil: That he/she can draw.

Carisse: None

Dorothy: You could express your ideas.

Jennifer: They are a good friend

Madai: How they express their feelings.

Madalyn: Nothing.

Mikael: Nothing.

8. HOW DO YOU THINK YOUR WORK HELPED A CLASSMATE?

Anil: By giving them ideas.

Carisse: By my support.

Dorothy: I do not know.

Jennifer: Nothing

Madai: By....well I think by how to make two pictures in one paper.

Madalyn: I don't know.

Mikael: Understandng more about art.

9. DO YOU THINK YOUR ART WORK HELPED WITH YOUR WRITING? IN WHAT WAY?

Anil: It showed the story with the picture.

Carisse: Yes, because the pictures show more details.

Dorothy: No.

Jennifer: Yes. First I get the idea then I wrote it then I drew it.

Lanise: Yes, when I drew it gives me ideas.

Madai: Yes in getting my ideas of writing a story.

Madalyn: Actually my writing helped me with my art work.

Mikael: No.

Pauline (Janet): The car accident.

10..DO YOU THINK YOUR WRITING HELPED WITH YOUR ART WORK? IN WHAT WAY?

Anil: Yes, because it stood up for the picture.

Carisse: No.

Dorothy: No.

Jennifer: No.

Madai: NO

Madalyn: Yes. It gave me details to draw.

Mikael: Yes, because if I write more I have more ideas.

Pauline (Janet): No.

11. WHAT DID YOU LEARN FROM ANSWERING THESE QUESTIONS?

Anil: What I knew about the art and the stories.

Carisse: I didn't have much problems.

Jennifer: How to make a better story and picture.

Madai: Well no one had ever asked me these questions. It made me feel excited because it made me think about my art work. It made me think about what I would like to know so I can make more pictures.

Madalyn: That I can make a better picture and story the next time I write a story.

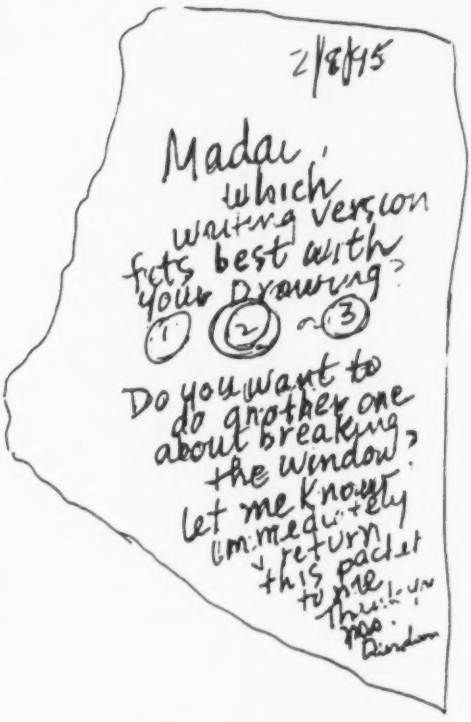
Mikael: Nothing.

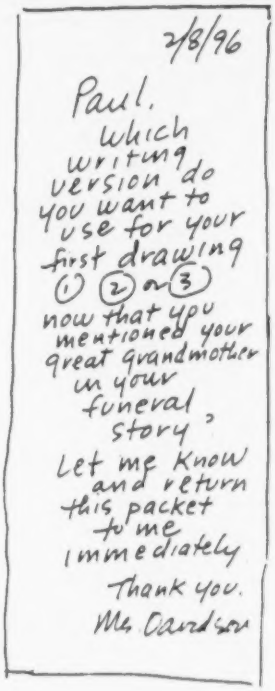
Pauline (Janet): The story and the picture.

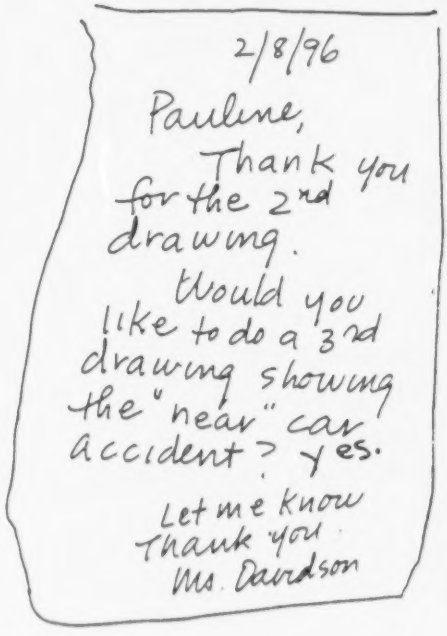
NOTES to students to encourage them to REFLECT on their work and to expand their ideas.

The notes shown here were attached to pages of student writing which were just typed. Students responses are evident in their revised writing and/or in their drawings documented in another part of this book.

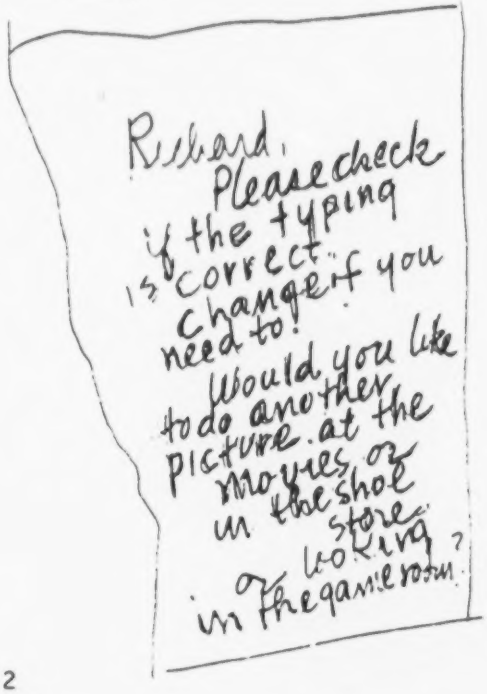
Finding a way and time to dialogue with the students individually in person or via notes is essential in the teaching and learning process. Small groups are helpful too, in that students can benefit by the responses and questions of their group - "their community of learners".


2/8/96
Madau,
which writing version fits best with your Drawing?
1 2 or 3
Do you want to do another one about breaking the window?
let me know immediately & return this packet to me
Thank you
Mrs. Davidson


2/8/96
Paul.
which writing version do you want to use for your first drawing
1 2 or 3
now that you mentioned your great grandmother in your funeral story,
Let me know and return this packet to me immediately
Thank you.
Ms. Davidson


2/8/96
Pauline,
Thank you for the 2nd drawing.
Would you like to do a 3rd drawing showing the "near" car accident? yes.
Let me know
Thank you
Ms. Davidson

2/8/96
Dear Lanise, OK
Thank you for the wonderful drawing that tells your story.
Please check the typing to see if you want to change anything & return pages to me.
Mrs. Davidson


Richard,
Please check if the typing is correct. Change if you need to!
Would you like to do another picture at the movies or in the shoe store or looking in the game room?

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NOTES to students to encourage them to REFLECT on their work and to expand their ideas.

The notes shown here were attached to pages of student writing which were just typed. Students responses are evident in their revised writing and/or in their drawings documented in another part of this book.

Finding a way and time to dialogue with the students individually in person or via notes is essential in the teaching and learning process. Small groups are helpful too, in that students can benefit by the responses and questions of their group - "their community of learners".

2/8/96

Tahira
Is this
version correct?
Do you want
to change your
picture or do
another picture?
Ms. Davidson

2/8/96

Amal,
Do you want to add to
your writing?
Perhaps make up a
story about ~~a~~ the person
on the roof or in the
doorway of the store.
Please return the
picture to me immediately
Thank you
Ms. Davidson

2/8/96

Mikael,
Is everything
correct?
Do you want
to make changes
on the drawing
or writing?
Let me know
Thank you.
Ms. Davidson

2/8/96

Paul,
Is this writing
correct?
Tell me about
the person in your
drawing, who is
standing on the
fence.

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P.S. 31 Bronx . Joan Davidson, Art Teacher

" HOW DRAWING IN CONJUNCTION WITH WRITING CONTRIBUTES TO THE THINKING PROCESS"

December, 1995-February ,1996

GRADE 3

CURRICULUM FRAMEWORKS:

_x_ Standard 1: Creating, performing and participating in the arts
_x_ Standard 2: Knowing and using arts materials and resources
_x_ Standard 3: Responding to and analyzing works of arts
_X_ Standard 4: Understanding the cultural dimensions and contributions of the arts

STUDENT PROBLEMS:

PART 1

a. HOW CAN YOU SHOW WHAT IS HAPPENING ON YOUR BLOCK?
b. BASED ON YOUR DRAWING, HOW CAN YOU DESCRIBE WHAT IS HAPPENING ON YOUR BLOCK?

PART II

c. HOW CAN YOU DEVELOP A STORY BASED ON YOUR DRAWING AND/OR WRITING?
d. HOW CAN YOUR DRAWING ILLUSTRATE YOUR STORY?
e. HOW CAN YOUR WRITING TELL THE STORY SHOWN IN YOUR DRAWING?

OBJECTIVE: TO DISCOVER HOW DRAWING AFFECTS WRITING AND WRITING AFFECTS DRAWING

MATERIALS: 8 1/2 x 11 white paper, pencil, writing paper, access to a copy machine.

RESOURCES: Descriptive portions from class reading book, FELITA by Nicholasa Mohr. Pictures by Ray Cruz. A Bantam Skylark Book. 1990
Reproduction of images based on "The Block" by Jacob Lawrence and Romare Bearden

PROCEDURE:

1.Students create drawings in response to a discussion based on descriptive passages read from "FELITA", an analysis of reproductions of paintings based on a city block by Jacob Lawrence and Romare Bearden and observation (homework sketches).

(STANDARD 1.Creating, performing in the arts.
STANDARD 3. Responding to and analyzing works of art)

2. Students write a description of their image.
3. Drawings are reduced 65% and this reduction is pasted on an 8 1/2 x 11 page.
4. Student writing is typed and the typed copy is pasted below the copy of the drawing. to suggest a page in a book.

5. Students review their work in this "professional" format.
6. Students are asked to review their original drawings and to make changes based on their writing and increased observation of the block on which they live.
7. Students are given a page which includes a reduced drawing by a peer and are asked to write a story about that picture below the drawing.
(STANDARD 3. Responding to and analyzing works of art.
STANDARD 4. Understanding the cultural dimensions of the arts.)

AIM:

a. To encourage both artist and responder to discover a story based on what the artist s shows is happening on the block.
b. To encourage both artist and responder to observe how what is happening is communicated through the image.
c. To help both artist and responder, get new ideas for how to use the visual and written language to express their ideas and feelings. (Students have an opportunity to read what a peer writes about their drawings.)
d. To make the activity of writing and drawing important. By using this "professional" format and process, the work becomes important to do - it has a REAL purpose. The process creates "A NEED" for students to draw and write so as to communicate their ideas. In this way students are motivated to write and draw clearly, to use adjectives, details, and to discover expressive techniques.

e. The process creates a community of learners in which peers both help and benefit from each others responses.
f. To help students become aware of and have respect for different points of view and different ways of expressing something.

OPTIONAL (this was not done for this project, due to time constraints)
8. Students can be given an additional set of reduced drawings with a blank space below.

AIM:

a. To give students an opportunity to respond to two different images and to observe different ways of thinking.
b. To give students an opportunity to create different stories based on the images of their peers.
c. To give the artists an opportunity to read the different responses to their drawings which may encourage them to invent new ways of showing/telling about the subject.

PART 11

9. A class set of copies of reduced second version drawings with no writing, so as to allow space for another version of writing to be added, is distributed to the artists. Students were asked to develop a story based on what they saw happening in the picture or to focus on something that happened to a character shown in the picture.
10. The story form was explained: .
a. A story had to be organized with a beginning, middle and end.
b. A problem/conflict has to be resolved. For example: A character wants something and meets with obstacles.
If both new images and writing emerges additional drawing and writing paper is distributed.

To accomplish this third version, several small group writing and drawing conferences are conducted. During these conferences students are asked to share their work with the group. Comments and suggestions from the group are encouraged.. The main questions asked of the student by their peers are:

a. What is happening in the writing or the drawing?
b. What is the problem/obstacle?
b. How do you feel about it?
c. What happened in the end?

AIM:

a. To stimulate personal involvement of the artist with the picture.
b. To include in their drawing and writing, personal concerns, thoughts and feelings.
c. To encourage students to think sequentially.
d. To encourage students to develop their thinking. To think in terms of cause and affect.
e .To increase student's awareness of sources for stories in addition to the personal events in their lives, such as stories observed in paintings, read in newspapers, books, viewed on television or videos, stories told by friends and family.
f. To increase students awareness of how artists and/or writers communicate stories.
g. To give students an opportunity to share their ideas with others.
h. To give students recognition for their ideas by seeing their work in print.

ASSESSMENT:

ASSESSMENT TOOLS:

-. Series of drawings and written work
- Reflection Questionnaire
-. Teacher-student one on one interviews
- Small group interviews

1. Students are encouraged to compare their first responses (drawing and writing) with subsequent responses.
2. Students are encouraged to examine the changes in the work of their peers.

3. Suggested questions:
(Either group discussion, one on one teacher conversation or on a questionnaire which is responded to individually or in pairs.)

a. What similarities/differences do you see in the work over time?
b. What helped you get new ideas?
c. 1 .What problems did you have doing your art work?
2 What solutions did you find?
d. 1. What problems did you have in doing your writing?
2. What solutions did you find?
e. What did you learn about making pictures you didn't know before?
f. What did you learn about writing you didn't know before?
g. What else would you like to learn about making pictures?
h. What else would you like to learn about writing stories?
i. What did you learn about a classmate?
j. How do you think your work helped a classmate?
k. Which drawing showed more of your thinking? Give evidence in the art work.
l. Which is your best picture? Why?
m. Which is your best writing? Why?
n. Do you think your art work helped with your writing? In what way?
o .Do you think your writing helped with your art work?
In what way?

P.S. 31 Bronx Joan Davidson, Art Teacher

" HOW DRAWING IN CONJUNCTION WITH WRITING CONTRIBUTES TO THE THINKING PROCESS"

Students are asked to work individually or to identify a partner to help them respond to the first questionnaire. The responses reveal that some of the questions are misleading. For example: What problems did you have? What solutions did you find? Students spoke about a problem one of the characters in the picture/story had and how it was solved. The questions were revised.

At another meeting, students were given their drawings and writing to review again. Responses on the questionnaire were shared with the students by the teacher and students were asked to answer some of the questions orally. It was explained to the students, that some of the questions were misleading. Students were again asked to work individually or with a partner to answer the new questions and to re-think some of the original questions.

AIM:

1. To give students an understanding of how though reflection they can discover what they accomplished and what they still would like to learn.

This process empowers students to learn how to learn., a primary goal of education.

my block and beyond

A documentation of
how drawing in conjunction with writing
contributes to the thinking process.

appendix

	page
EDUCATIONAL IMPLICATIONS OF CHILDREN'S DRAWINGS By Viktor Lowenfeld and W. Lambert Brittain	iii
THE ACHIEVEMENT OF A FORM CONCEPT: THE SCHEMATIC STAGE By Viktor Lowenfeld and W. Lambert Brittain	iv-vii
THE NEW YORK STATE VISUAL ART STANDARDS and PERFORMANCE INDICATORS	viii
ASSESSMENT QUESTIONNAIRE A	ix-x
ASSESSMENT QUESTIONNAIRE B	xi-xii
ANALYSIS DRAWING AND WRITING CATEGORIES	xiii

JOAN DAVIDSON, PRESIDENT/CHAIRPERSON, NEW YORK CITY ART TEACHERS ASSOCIATION/UFT
ART TEACHER, P.S. 31 BRONX
"UNDERSTANDING CHILDREN'S DRAWINGS"

Resource: CREATIVE AND MENTAL GROWTH by Viktor Lowenfeld & W. Lambert Brittain, The Macmillan Company, New York, 4th Edition, 1964

159

EDUCATIONAL IMPLICATIONS of CHILDREN'S DRAWINGS:

It is through a child's drawings, we can understand what stands out in a child's thinking, and we have a great opportunity to utilize this knowledge in integrating other fields into creative activities.

175

THE FIELD OF ART CAN CONTRIBUTE A GREAT DEAL TO A CHILD'S GROWTH BY:

- stimulating an awareness of those things around him.
-developing a child's *active knowledge*, art can contribute much to his intellectual eagerness.
-providing an opportunity for the child to express himself in socially acceptable fashion the feelings of anger, fear, and even hatred produces a release of tensions and emotions..
-providing the opportunity for the child to discover that constructive use can be made of one's emotional involvement.
-Encouraging the flexible use of the schema which is the most important requisite for true self-expression. Flexibility is the most important attribute of emotional growth. Changes and deviations in the schema can be observed, especially if the child is free to express his own reactions without the concern of being censored.

THE ACHIEVEMENT OF A FORM CONCEPT: THE SCHEMATIC STAGE, SEVEN to NINE YEARS. pages 138 - 181

138

Schema as the concept at which a child has arrived and which he repeats again and again whenever no intentional experience influences him to change this concept. These concepts are highly individualized. For some children the schema can be a very rich concept, but for other children the schema can be a fairly meager symbol.

142

We can speak of a schema when the representation of an object or of space has become established through repetition.

143

During the schematic stage from 7-9 years old, the child has not developed an awareness of the representation of a three dimensional quality of space. The schema is usually a representation of two dimensions.

143

Deviations from the schema:

If we accept the schema as the concept of man and environment at which the child has arrived, then every deviation has special importance according to its origin and its meaning. From an understanding of the origin and meaning of the deviations in their various forms we can gain insights into the child's experience.

Three principal forms of deviations can be noticed in children's drawings:

(1) exaggeration of important parts

(2) neglect or omission of unimportant or suppressed parts

(3) change of symbols for emotionally significant parts.

It should be understood that exaggeration and neglect refer to size only, whereas change of symbols refers to their shapes. Needless to say all these characteristics refer to the way in which the adults see them. Children are not conscious of these exaggerations, for as Barkan says, "Children do not overstate; rather they create size relationships which are "real" to them.

The origin of such deviations lies either in autoplastic experiences (that is, the feeling of the bodily self or muscular sensations), in the relative importance of specific parts, or in the emotional significance the particular part has for the child.

144

Disproportions nearly always result from some definite intention or experience, though this does not mean that the experience is necessarily conscious.

146

Since the child is not aware of making exaggerations or omitting parts, correcting such expression would only mean changing a true and sincere feeling to an imposed rigid form. The child is intimately bound up with the experience of the self, and he experiences his world subjectively.

The Psychological Importance of the Schema

146

The child no longer represents objects in relation to himself but now begins to represent objects in some logical relationship to one another.

The child seeks to find order in his environment and to develop formulas for proper behavior.

The development of the schema also signifies a change from a completely egocentric attitude to a more cooperative attitude.

The child's particular schema is uniquely his. We can readily tell the drawings of one child from those of another just by looking at the schematic representations.

The type of representation a child achieves depends largely upon psychological, biological, and environmental factors, and the stimulation the child has received. It is then possible to assume that a child with a rich schema will be one who has developed a greater active awareness and a greater interaction with his surroundings.

The Meaning of the Schematic Stage

173 One of the indications for the child's growing intellect is his understanding of the world that surrounds him. This world may range from meaningful to meaningless for the child, depending upon his emotional relationship to it and his intellectual comprehension of it. Whether or not the world has become meaningful to the child partially depends upon the degree to which he has formulated his concepts. It is to be expected, that the child will express in his drawings a definite concept or schema for the things he repeatedly represents.

The difference between the repeated use of a schema and the use of stereotyped repetitions is that a schema is flexible and undergoes many deviations and changes while stereotyped repetitions always remain the same.

Intelligent children are never satisfied with generalizations. The inquiring spirit often goes deeply into details. The "active knowledge" of the child reveals his understanding and interest in the world around him, and this is what is expressed in his drawings. The degree to which a child tends to differentiate his schema-the extent that he is not satisfied with generalizations and wants to find more detailed characteristics, is a clear expression of his inquiring spirit.

177

Changes in the sizes of objects indicate the particular emotional value these objects have to the child. Exaggeration, neglect, or omissions, which indicate a child's emotional relationship to his environment, are not only typical of this age but are indicative of a child's healthy emotional reactions to his environment.

142

Baseline

This first conscious awareness that a child is part of his environment is expressed by a symbol which we shall call a *base line*.

148

The base line is a very interesting phenomenon in children's drawings, and since it is universal, it can be considered as much a part of the natural development of children as learning to run or skip.

The concept of the sky above, ground below, and air between is just as valid as our concept that the sky and ground meet. Both are illusions.

151

Other Means of Space Representation

Although the base line is the most common means used by children to represent space in their drawings and paintings , occasionally an emotional experience forces a child to deviate from this type of schema.

151

Subjective Space Representations:

-FOLDING OVER: the process of creating a space concept by drawing objects perpendicular to the base line, even when these objects appear upside down.

-A MIXTURE OF PLAN AND ELEVATION: having different points of view in one picture.

-base line is dropped: the emotional experience is so strong that it overpowers the feeling of being connected with the ground. The sensation of a kinesthetic experience can determine this spacial concept. For example, being on a seesaw or swinging.

-SPACE AND TIME REPRESENTATIONS: refers to the inclusion in one drawing of different time sequences or of spatially distinct impressions. This arise out of

1. the urge for communication -for telling a story.
2. the emotional involvement with the representation and in the act of drawing itself. It may not be the desire to communicate something but from the importance of the action itself. this emotional involvement diminishes the child's consciousness of time to such an extent that he is not aware of representing different time phases in one drawing, He is concerned only with the

expression within one drawing what he considers most characteristic about the action, in much the same way as alternations between plan and elevation are used to express what is most characteristic about an object.

-X-RAY PICTURES: whenever the inside is of greater importance for the child than is the outside of the structure. The child can react in his drawings more toward the self- involvement in what is being portrayed than toward the visual characteristics of his subject matter. It shows very definitely that the adult concept of surface phenomena is not the concept of a child.

NEW YORK STATE VISUAL ART FRAMEWORKS[4]

STANDARD 1: CREATING , PERFORMING AND PARTICIPATING IN THE ARTS.

Performance Indicators:

Students will:

create simple original works; develop their own ideas and images through the exploration and creation of art works based on themes and events; understand and use the elements and principles of art in order to communicate their ideas; explore and extend their range of skills, techniques and understandings.

STANDARD 2: KNOWING AND USING ARTS MATERIALS AND RESOURCES

Performance Indicators:

Students will:

Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses; explain the visual and other sensory qualities(shapes, sizes, colors, patterns) found in selected works of art; explain how the themes that are found in works of visual art are related to other forms of art (writing).

STANDARD 3: RESPONDING TO AND ANALYZING WORKS OF ART.

Performance Indicators:

Students will:

express their understanding and opinion of particular works, using some appropriate terminology; use some given criteria to analyze and evaluate their own art work and the work of other artists; show their understanding of the ways in which each of the arts is related to the other arts and to other areas of human knowledge and experience.

STANDARD 4: UNDERSTANDING THE CULTURAL DIMENSIONS AND CONTRIBUTIONS OF THE ARTS.

Performance Indicators:

Students will:

show their understanding of the thinking and feelings expressed in the art work of other class members.[5]

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4 LEARNING STANDARDS FOR THE ARTS, The University of the State of New York, The State Education Department, Revised Edition, April 1996,

5 This objective was not in the SED document but was added by the author.

THIRD GRADE STUDENT FIRST REFLECTION QUESTIONNAIRE OF THEIR DRAWING & WRITING SERIES

NAME OF ARTIST_____DATE_____

NAME OF PARTNER_____

The following questions are to be answered only after reviewing all the drawings and all the writings of a student.

1.WHAT SIMILARITIES/DIFFERENCES DO YOU SEE IN THE WORK OVER TIME?

2 WHAT HELPED YOU GET NEW IDEAS?

3.WHAT PROBLEMS DID YOU HAVE? WHAT SOLUTIONS DID YOU FIND?

4.WHAT DID YOU LEARN THAT YOU DIDN'T KNOW BEFORE?

5.WHAT DO YOU STILL NEED TO FIND OUT ABOUT?

6.WHAT DID YOU LEARN ABOUT A CLASSMATE?

7. HOW DO YOU THINK YOUR WORK HELPED A CLASSMATE?

8. WHICH DRAWING SHOWED MORE OF YOUR THINKING?
GIVE EVIDENCE FROM THE ART WORK.

9. WHICH IS YOUR BEST PICTURE? WHY?

10. WHICH IS YOUR BEST WRITING? WHY?

11. DO YOU THINK YOUR ART WORK HELPED WITH YOUR WRITING?
IN WHAT WAY?

12.DO YOU THINK YOUR WRITING HELPED WITH YOUR ART WORK?
IN WHAT WAY?

NAME OF ARTIST_____DATE_____

NAME OF PARTNER_____

The following questions are to be answered only after reviewing all the drawings and all the writings of a student.

1. a. WHAT PROBLEMS DID YOU HAVE DOING YOUR ART WORK ?

b. WHAT SOLUTIONS DID YOU FIND?

2. a. WHAT PROBLEMS DID YOU HAVE DOING YOUR WRITING ?

b. WHAT SOLUTIONS DID YOU FIND?

3.WHAT DID YOU LEARN THAT ABOUT MAKING PICTURES YOU DIDN'T KNOW BEFORE?

4.WHAT DID YOU LEARN THAT ABOUT WRITING YOU DIDN'T KNOW BEFORE?

5. WHAT ELSE WOULD YOU STILL LIKE TO LEARN ABOUT MAKING PICTURES?

6.WHAT ELSE WOULD YOU STILL LIKE TO LEARN ABOUT WRITING STORIES?

7.WHAT DID YOU LEARN ABOUT A CLASSMATE?

8. HOW DO YOU THINK YOUR WORK HELPED A CLASSMATE?

9. DO YOU THINK YOUR ART WORK HELPED WITH YOUR WRITING? IN WHAT WAY?

10..DO YOU THINK YOUR WRITING HELPED WITH YOUR ART WORK? IN WHAT WAY?

11. WHAT DID YOU LEARN FROM ANSWERING THESE QUESTIONS?

ANALYSIS DRAWING and WRITING CATEGORIES

DRAWING CATEGORIES

- FIGURE BODY PART DIFFERENTIATION
-FACIAL FEATURE DIFFERENTIATION
-NUMBER OF FIGURES
-FIGURE GESTURE/POSITION DIFFERENTIATION
-DETAILS
- USE OF PATTERNS
-USE OF WORDS
-NUMBER OF THINGS
-NUMBER OF STRUCTURES
-DEGREE OF ADHERENCE TO REALITY
-USE OF WHOLE SPACE TO TELL THE STORY
-SPACIAL REPRESENTATION
-CHANGES IN SPACIAL REPRESENTATION
-RELATIONSHIP BETWEEN OBJECTS AND FIGURES
-SIZE DIFFERENTIATION
-EXPRESSIVE QUALITIES/EMOTIONAL CONTENT i.e. exaggeration, elimination of parts
-CLARITY OF IDEA
-REPETITION OF REPRESENTATION OF THINGS (SCHEMA)
-CHANGE IN SCHEMA
-CHANGES AS A RESULT OF WRITING
-CHANGES FROM ONE DRAWING TO THE NEXT

WRITING CATEGORIES

-LENGTH
-DEVELOPMENT OF IDEA
-STORY FORM RATHER THAN DESCRIPTION
-USE OF ADJECTIVES
-SEQUENTIAL
-EMOTIONAL INVOLVEMENT
-CLARITY OF IDEA